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ABSTRACT

This new edition provides a basic reference document for those interested in the historical background, current status, and emerging patterns of state higher education structures. The document begins with an introductory essay and overview of the changing structure of state higher education leadership. This includes an explanation of the functions of coordination and governance, a description of the evolution and current status of state structures, an overview of trends and issues, and guidelines for evaluation and reorganization. Tables then display, state-by-state, the legal status, responsibilities, membership, and staffing of state coordinating and governing boards and agencies. Narrative profiles of each state's higher education structure are also provided. The document concludes with addresses and telephone numbers of higher education executive officers in each state. Information was obtained primarily from state higher education executives and their staffs in each state. (Contains 43 references.) (JDD)

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Education Commission of the States

State Postsecondary Education

STRUCTURES HANDBOOK 1994

State Coordinating and Governing Boards

Profiles Roles and Responsibilities Membership Staffing

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National Center for Higher Education Management Systems

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Foreword

Since the early 1970s, the Education Commission of the States (ECS) has provided a useful resource to policymakers and researchers engaged in the study of higher education governance. The *Structures Handbook* began in 1971 as a survey of the basic legal structures and responsibilities of state coordinating and governing agencies. The positive responses and numerous requests by states and individuals for additional information throughout the 1970s led to the expansion and formal publication of the surveys in combination with state narrative profiles. Each successive edition of the handbook has updated the information and made appropriate adaptations to the increasingly complex environment in which state boards of higher education operate.

This new edition of the *Structures Handbook* provides under one cover a basic reference document for those interested in the historical background, current status and emerging patterns of state higher education structures.

The document includes:

- An introductory essay and overview of the changing structure of state higher education leadership. This includes an explanation of the functions of coordination and governance, a description of the evolution and current status of state structures, an overview of trends and issues, and guidelines for evaluation and reorganization.
- Tables displaying state-by-state legal status, responsibilities, membership, and staffing of state coordinating and governing boards and agencies.
- Narrative profiles of each state's higher education structure.
- Addresses and telephone numbers of state higher education executive officers in each state.

The information in this handbook was obtained primarily from the state higher education executives and their staffs in each state. We greatly appreciate their assistance and that of their national association, the State Higher Education Executive Officers (SHEEO).

Many people have contributed directly to collecting and analyzing the information in this document. Aims C. McGuinness, Jr., of the National Center for Higher Education Management Systems, must be recognized for his insightful introductory essay, his long and careful scholarship of coordination and governance in higher education and his continuing stewardship of this handbook. I am particularly indebted also to Rhonda Epper of SHEEO and Sheila Arredondo of ECS for their outstanding work in updating the information and preparing the state profiles and data tables.

Finally, I am grateful to Virginia Golder, Josie Canales and Nancy Willis for their careful editorial reviews and document preparation.

Despite our most conscientious struggle for accuracy, the potential for errors is always real. Given the number of structures and states involved, some changes occur in almost every legislative session. Please feel free to contact us with corrections, comments or questions that are prompted as you review the materials in this handbook.

Charles S. Lenth
Director of Policy Studies
Education Commission of the States
June 1994

THE CHANGING STRUCTURE OF STATE HIGHER EDUCATION LEADERSHIP[1]

Aims C. McGuinness, Jr.
National Center for Higher Education Management Systems

State higher education leadership, the primary responsibility of state boards and their executive officers, is perhaps the most difficult, and often thankless, assignment in either state government or higher education. By definition, the role is to be caught in the middle, to serve as a "suitably sensitive mechanism" for handling the interaction between demands of society and the internal values and priorities of the academy.[2] From the perspective of colleges and universities, the board should serve as a buffer against inappropriate external intrusion and should advocate the needs of higher education to the state and the broader society. From the perspective of the public and the state political leadership, the board should transmit the priorities of the broader society to the academy, be a force for change and a protector of the broader public interest. In the best of times, the role is to be a constructive, mediating force between often contradictory perspectives. But in more times than not, it is to be vilified by one side or the other, occasionally ignored altogether and sometimes crushed in the middle.

In the likely conditions of the next decade, state higher education leadership will demand exceptional skills in bridging the widening gap between societal expectations and the capacity — and often willingness — of colleges and universities to respond. Severe resource constraints, growing public distrust in the capacity of large bureaucracies to respond to rapid change, and widely differing views about the ends that colleges and universities should serve, will exacerbate already strained relationships.

How to shape the structures and policies for a constructive relationship between the state and higher education will be one of the most important challenges of the next decade. It is time for states to step back and examine the relevance for the next century of structures formed for an earlier time. Some of the structures are still relevant. But others have long outlived their usefulness. New thinking is needed about how to engage the broader public in shaping an agenda for change and investing in the future — and new thinking about how states can create the policy environment that will stimulate and support what may be the most fundamental transformation of colleges and universities the nation has witnessed since World War II.

This opening essay presents an overview of the current status of state higher education structures as they have evolved over the past quarter-century. It then describes how these structures are currently changing and raises issues for the future. The intent is to provide basic information for state policymakers and higher education leaders who seek a comparative and historical perspective, as well as guidance on both the process and substance of major organizational changes. The overview:

- Defines terms and presents classifications commonly used in describing coordination and governance.
- Describes the current status of state structures.
- Provides an historical perspective of changes over the past 25 years.
- Provides an overview of trends and issues.
- Concludes with guidelines for states considering evaluation or reorganization of their higher education systems.

Endnotes provide references to other publications for those interested in pursuing specific issues in greater depth.

DESCRIPTION AND CLASSIFICATION OF STATE STRUCTURES

Differences Between Governance and Coordination

State structures can be understood from two perspectives: first, in terms of **public college and university governance** or how the state governs public institutions; and second, in terms of **statewide coordination** or how the state provides, if at all, for coordination of the overall higher education or postsecondary system, including both public and private institutions.

Public College and University Governance

All states assign responsibility for the operation of public colleges and universities to governing boards. The names of these boards vary, but "board of trustees" and "board of regents" are the most common. The responsibility of these boards is much the same as that of a board of directors for any nonprofit corporation. They appoint the campus chief executive (and in systems, the system chief executive); establish policies and approve actions related to faculty and other personnel; ensure institutional fiscal integrity; and perform other policy and management functions. Public governing boards can be categorized as follows:[3]

- **Consolidated governance systems**. One board covers all two-year and four-year public campuses or one board covers all four-year campuses, including research universities and other four-year institutions, with separate arrangements for two-year institutions.

- **Segmental systems**. Separate boards cover separate types of campuses, such as research universities, comprehensive colleges and universities, and community colleges. In several states, separate boards have been established for postsecondary technical institutes and adult education (e.g., Georgia and Wisconsin).

- **Single-institution boards**. These are "autonomous" where they have full authority over a single institution and do not operate under the overall authority of a consolidated governing board or multicampus system. For example, each public college and university in Virginia has a single-institution board that has full authority over the institution. In several consolidated systems, campuses also have their own boards. For example, in North Carolina and Utah, the campus boards have authority delegated by the central board and can make some decisions on their own. In the State University of New York system, the campus boards are largely advisory.[4]

Governing boards of public institutions were modeled after the lay boards of private nonprofit colleges and universities which, in most instances, govern single institutions. Perhaps for this reason, many retain an impression that the single board/single institution pattern is dominant in American public higher education. The reality is that 70% of the students in American public higher education are on campuses that are parts of multicampus or consolidated systems of multiple campuses all under a single governing board.[5]

Statewide Coordination

"Coordination" is the term used most often to describe the formal and informal approaches taken by states to handle the interconnections between the state and the higher education enterprise. It has become common for "coordination" to refer primarily to the actions of agencies formed explicitly for this purpose. In a broader sense, however, coordination occurs through a wide array of mechanisms, from governors' and legislators' actions, to the informal networks and associations of institutions, their administrative staffs, faculties and students.[6] [7]

Increasingly, the "coordination" function is shared among several state-level boards or agencies. In what is called a "coordinating board" state, entities in addition to the coordinating board itself might include: the policy and budget staff in the governor's office, a student financial assistance agency, an institutional licensure agency, the federally-required State Postsecondary Review Entity, and a community college coordinating or regulatory agency.

Nine Coordinating Functions. States typically assign the following nine statewide coordinating functions to one or more boards or agencies.

- **Planning**. Most states carry out some form of long-range or strategic planning. This examines the long-range state needs, establishes state goals and objectives, considers the resources of all institutions (often both public and private) and recommends public policy priorities. In some states, the process focuses on the preparation of a periodic "master" or "strategic" plan. In an increasing number of states, a conscious decision has been made not to produce a single document called a "master" or "strategic" plan but instead to carry out special studies resulting in a series of reports that together represent the state's policy direction for higher education.

- **Setting a state policy agenda and serving as change agents**. Since the mid-1980s, many governors and legislators have expected state boards to play a more distinct and visible policy leadership role. Their expectation is that the board set forth a public agenda for the future of the state's higher education system and carry it out through policies aimed at stimulating institutional change. Often this is a more aggressive leadership role than boards traditionally have played through master planning. These state agendas vary, but typically have included issues such as: raising the education attainment of the population through restructuring of public education and undergraduate education; increasing minority participation and achievement; and revitalizing the state's economy through improved professional education, training, research and technology. Rather than being a process aimed only at the internal priorities of the higher education system, these agendas seek to influence the aspirations and priorities of the general public and of corporate, civic and political leaders. In some cases, this is done by a blue-ribbon commission, and the state board is charged to carry it out and sustain the momentum for reform.[8]

- **Policy analysis and problem resolution**. In addition to the analysis carried out in the formal planning process, states undertake special studies on issues that transcend the concerns of any single institution. These may relate to long-term issues such as planning for ways to accommodate increasing enrollments or shifts in enrollment demand; minority access and achievement; affordability issues (e.g., tuition and fees and student financial aid); or the implications of technology for new forms of service delivery. Or, they may concern specific inter-sector or inter-institutional issues such as the feasibility of a new engineering program, student transfer and articulation, or means to deliver graduate and professional programs to place-bound adults in rural areas. Typically, these studies are undertaken at the request of the governor or legislature, as a board initiative or some other body external to the institutions.

- **Mission definition**. As an outgrowth of the planning process, a number of states define the missions of each public college and university in terms of degrees to be awarded, the programs to be offered and clientele to be served. These mission statements are intended to guide both institutional and state-level decisionmaking on new degree and program proposals, budget and financing formula development and other coordinating functions.[9]

- **Academic Program Review**. Most states examine proposals from institutions for new academic programs. Since the late 1970s, many states as well as multicampus systems have instituted periodic reviews of existing programs. During periods of severe fiscal stringency, program review is used as a key strategy to identify programs for termination and areas for quality and productivity improvements.[10] [11]

- **Budget development, funding formulas and resource allocation**. All states have processes for reviewing and approving institutional operating and capital budgets, allocating funds to systems or institutions, and ensuring financial accountability. The role of the higher education agency varies in relation to those of the governor and legislature, the state budget and other actors. Some states delegate budgetary authority to an agency, whereas in others, the governor or legislature maintain direct control of most of the steps in the budget process.[12]

- **Student financial assistance and administration of other programs**. States assign administrative responsibilities for state and federal programs to one or more agencies. The most common administrative responsibilities relate to state student grant and loan programs. Overall state policy for these functions is typically determined as part of state budget development.

- **Information, assessment and accountability systems**. Statewide data systems are among the most common core functions of coordinating boards. These systems are used to gather data and produce reports primarily on enrollments, expenditures and revenues, and the characteristics of institution's basic assets (e.g., facilities, faculty and staff). In the past decade, the emphasis has shifted decidedly from resources and inputs toward outcomes or performance indicators. Many states now have requirements that institutions establish programs to assess student learning, most of which were established in the late 1980s. More recently, states have developed performance indicator systems that require institutions to prepare "report cards" to the state and the public on their performance in relation to their missions.[13]

- **Institutional licensure and authorization**. All states have statutes requiring institutions to be licensed or "authorized" to operate within the state. The standards applied by these entities vary greatly. As a result of a 1992 amendment to the federal Higher Education Act creating a new Part H, states are now required to designate a State Postsecondary Review Entity (SPRE) to be responsible for reviewing "triggered" postsecondary education institutions for continued eligibility for participation in federal student aid programs. Initially, the focus will be on institutions triggered for review based on significant loan default rates. In all but a few cases, the principal state higher education agency is designated as the SPRE.

Classification of State Structures

A number of classification systems have been developed since the 1960s to describe the variations in state structures. None is entirely satisfactory in reflecting the subtle differences among boards and agencies.[14] [15] Most make a distinction among three basic kinds of state structures.

Consolidated governing board states. These states assign responsibility for coordinating functions for most, if not all, higher education to a board whose primary responsibilities relate to governing the institutions under its jurisdiction. Most of these boards would be in the category of consolidated governing board as defined by Clark Kerr and Marian Gade although in several states, the responsibility is shared between two segmental boards, one for four-year institutions and the other for community colleges or technical institutions. A consolidated governing board:

- Usually heads a single corporate entity which encompasses all institutions within the system.
- Carries out coordinating responsibilities in addition to its responsibilities for governing institutions under its jurisdiction.
- Has authority both to develop and implement policy.
- Advocates for the needs of the institutions to the legislature and governor.
- Appoints, sets compensation for, and evaluates system and institutional chief executives.
- Sets faculty personnel policies and usually approves tenure.
- Has authority to allocate and reallocate resources between and among the institutions within its jurisdiction.
- Establishes policies for and, in some cases, sets tuition and fees.

Coordinating board states. These states assign responsibility for coordinating functions to a single board **other than** one of the governing boards. These states govern their institutions through single-institution boards (boards for each college or university), segmental boards, or some combination of these. Governance, as opposed to coordination, is relatively decentralized. The range of formal board authority is wide. In the tables in this overview (Tables I and II), coordinating boards are subdivided into:

- **Regulatory coordinating boards**, those that have authority to **approve** academic programs, presumably indicating a greater degree of authority to regulate the substance of academic policy.

- **Advisory coordinating boards**, those that have authority only to **review and make recommendations regarding academic programs** to the institutional governing boards.

A board's power and influence in these areas is related less to its formal authority than to its position of respect and to its reputation for objective, fair and open policymaking. Therefore, a number of advisory coordinating boards have much more influence than their regulatory counterparts. Also, some of the advisory boards actually carry out only limited coordinating functions and primarily administer student financial aid programs or carry out licensure and SPRE responsibilities.

In general, a coordinating board, in contrast to a governing board:

- Does not govern institutions, in the sense that this is defined above (e.g., appoint institutional chief executives or set faculty personnel policies).
- Usually does not have corporate status independent of state government.
- Focuses more on state and system needs and priorities than on advocating the interests of the higher education community. As Berdahl describes the function, these boards serve as "suitably sensitive mechanisms" providing for a continuing transmission of the state's interests to higher education and higher education's needs to the state.[16]
- Plans primarily for the system as a whole. In most states with a coordinating board, this planning includes all institutions, both public and private.
- Appoints, sets compensation for and evaluates only the agency executive officer and staff but not the institutional chief executives. In several states, the governor is the final appointing authority, usually based on recommendations from the coordinating board.
- May or may not review and make recommendations on budgets. A few coordinating agencies recommend consolidated budgets for the whole public system. Others simply make recommendations to the governor or legislature on individual institutional or segmental budgets.
- May or may not review or approve proposals for new academic programs and may or may not have authority to require institutions to review existing programs.

Planning agency states. These are states with essentially no coordinating authority delegated to a statutory entity that extends much beyond a voluntary planning and convening role and ensuring good communications among institutions and sectors.

Other Important Differences Among States

Beyond these formal categories, subtle differences tend to make each state unique, despite what may appear to be a structure that is similar to those in other states. Differences in state history and political culture are especially important, including the following:

- **Legislative and executive branch roles**. In some states, the constitutional power is in the legislature and the governor has only limited authority. In others, it is the governor who carries most of the power.

- **Regional economic and political differences**. Because colleges and universities are critical to regional economies, higher education politics often reflects long-standing regional differences and conflicts. In fact, those states with the most severe regional imbalances (e.g., growing urban areas that are threatening isolated rural areas) tend to be those with the most unstable higher education coordinating and governing structures. In some states, more centralized, bureaucratic structures are seen as necessary to counter the intense regionalism in state politics.

- **State cultures regarding the role of the private sector**. A number of states, especially those in the Northeast and Midwest, have well-established and highly respected private higher education sectors. Beyond higher education, some states also have long-standing traditions of recognizing, if not chartering, private entities to serve public purposes. In these states, major public universities are often organized as "private corporations for public purposes." In contrast, other states, especially in the West, have strong traditions of carrying out public functions only through publicly owned and controlled entities. Public colleges and universities are treated more as state agencies than as independent corporations. These cultural differences extend to debates about access and affordability and the appropriate levels of tuition and fees and state support for student financial aid. Underlying all these points are differences in the extent to which higher education is seen as a societal or individual benefit.

- **State population and enrollment**. States that have consolidated governing boards usually have systems that are comparatively less complex and with smaller enrollments (less than 100,000, and in some cases, less than 25,000). Georgia, North Carolina and Wisconsin are three major exceptions. Most of the coordinating board states have large enrollments (a third with enrollments over 200,000) and complex systems of multicampus, segmental and individual governing board arrangements.

- **Tradition and quality of leadership**. While traditions may endure, changes may occur in the leadership qualities of board members, state agency chief executives and staffs and institutional leaders. A board that is recognized as strong and effective at one point in time may be seen as weak and ineffective at another. The quality of leadership of the governor and key legislators can also make a profound difference. More than formal authority, those variables that tend to define the strength and effectiveness of a higher education board include:

    - Prestige and credibility of board members.
    - The board's performance as a cohesive, policymaking group as opposed to a collection of individual interests.
    - The reputation of the board and executive leadership for objectivity, fairness, sound judgment and constructive conflict resolution.
    - The ability of the board to focus its agenda on major policy issues confronting the state and the higher education system. This means that the board has found ways to organize its work, to delegate and to manage its time effectively.

CURRENT STATUS OF STATE STRUCTURES

The status of state structures as of 1994 is illustrated in Tables I, II and III.

- **Table I** displays all states according to the three broad categories previously described. Reading Table I from left to right, the boards in the states at the left have greater formal authority related to academic programs than those to the right. Note that several states (and Puerto Rico) are placed in more than one category to reflect distinctive structural characteristics.
    - **Twenty-three states, the District of Columbia and Puerto Rico are consolidated governing board states**. Five of these states (Alaska, Florida, New Hampshire, Oregon and Vermont), the District of Columbia and Puerto Rico also have advisory coordinating or planning entities, responsible most often for functions such as student financial aid administration, institutional licensure and SPRE.
    - **Twenty-six states and Puerto Rico are coordinating board states, 22 (including Puerto Rico) of which have regulatory boards and six of which have advisory boards**. In two cases (Alaska and Florida), the advisory coordinating board is in addition to the state's consolidated governing board.
    - **Five states and the District of Columbia have planning agencies**. Three states (New Hampshire, Oregon and Vermont) and the District of Columbia have such entities in addition to a consolidated governing board. These entities have limited formal authority, except to the extent that they perform state licensure or quality control functions. In the case of Vermont, the entity is basically a voluntary planning and coordinating body.

- **Table II** displays patterns of campus governance within the states listed under the broad categories of Table I.
    - As in Table I, 23 states are shown with consolidated or multicampus boards.
    - The states in the other two categories, coordinating board and planning agency, are subdivided according to the complexity of system and institutional governance.
    - The governance patterns range from states in which each institution has its own governing board (Washington and the universities in Virginia, as examples), to states in which all institutions are under two or more consolidated governing boards or multicampus universities (California, Connecticut, Illinois and Tennessee, as examples), to states with a mixed pattern of single-institution boards, consolidated governing boards and multicampus universities (Colorado and Maryland, as examples).

Table I — AUTHORITY OF STATE BOARDS OF HIGHER EDUCATION, 1994

Consolidated Governing Boards		**Coordinating Boards**						**Planning Agencies**
Number=23 states plus DC and Puerto Rico		**Regulatory Boards (o)** With Program Approval Authority Number=21 states and Puerto Rico			**Advisory Boards (o)** With Program Review and Recommendation Authority Only Number=6 states			Number=5 states plus DC
Board for All Public Institutions	Board for All Senior Institutions/ Separate Board for Community Colleges or Tech. Insts.	Consolidated or Aggregated Budget	Budget Review and Recommendation	No Statutory Budget Role	Consolidated or Aggregated Budget	Budget Review and Recommendation	No Statutory Budget Role or Program Approval Role	No Statutory Budget Role or Program Approval Role
Alaska (b)	Arizona	Alabama	Colorado (e)	New York (a)	Florida (a)(b)	Alaska (b)		Delaware
Hawaii	Florida (a)(b)	Arkansas	Indiana			California		Michigan (a)
Idaho (a)	Georgia (c)	Connecticut	Kentucky	Puerto Rico (b)		Minnesota		NH (b)(c)
Maine (c)(d)	Iowa	Illinois	Louisiana			New Mexico (g)		Oregon (b)(i)
Montana	Kansas	Maryland	Massachusetts (l)			PA (a)(h)		VT (b)(m)
Nevada	Mississippi	New Jersey (f)	Missouri					
North Dakota	NH (c)(b)	Ohio	Nebraska					DC (b)
Rhode Island	North Carolina	Oklahoma	Tennessee					
South Dakota	Oregon (b)(i)	South Carolina	Texas (e)					
Utah	Vermont (b)(m)		Virginia					
	WV (j)		Washington					
DC (b)	Wisconsin (c)							
Puerto Rico (b)	Wyoming (k)							
States=10 plus DC & PR	States=13	States=9	States=11	States=1 plus Puerto Rico	States=(1)	States=4(1)		States=2(5) plus DC

**Numbers of states will not add up to 50 because some states have two types of agencies. Duplicate numbers are in ( ).

(a) State board/agency responsible for all levels of education.

(b) State has both a statutory coordinating or planning body and statewide governing board(s).

(c) In Georgia, New Hampshire, Wisconsin and Maine, postsecondary technical institutes are under an independent statewide board.

(d) Maine Maritime Academy is under an independent board.

(e) Board develops formula on the basis of which allocations are made to institutions.

(f) Proposal pending for New Jersey Commission on Higher Education has limited program approval authority.

(g) New Mexico Commission has statutory authority only for approval of new graduate programs.

(h) Pennsylvania Education Department has program approval authority only in limited areas (e.g., teacher education).

(i) Oregon entity is within the Governor's Office

(j) West Virginia has two statewide governing boards — the Board of Trustees for the University of West Virginia System and the Board of Directors for the State College System.

(k) University of Wyoming is the state's only senior public institution.

(l) MA Higher Education Coordinating Council has broader budget authority for community and state colleges than for the University of Massachusetts System. It allocates appropriated funds among the community and state colleges.

(m) All public higher education in VT is under either University of VT or the Vermont State Colleges. Higher Education Council is a voluntary coordinating entity with no formal authority.

(n) Distinction between regulatory and advisory coordinating boards is based on the extent of a board's authority for program approval.

Table II — PATTERNS OF CAMPUS AND SYSTEM GOVERNANCE, 1994

Consolidated Governing Boards		Coordinating Boards						Planning Agencies		
		Regulatory Boards			Advisory Boards With Program Review and Recommendation Authority Only					
Board for All Public Institutions	Board for All Senior Institutions/ Separate Board for Community Colleges or Tech. Insts.	Multicampus or Segmental Systems	Mixed Single Institutional Boards & Multicampus or Segmental Systems	Primarily Single Institutional Boards	Multicampus or Segmental Systems	Mixed Single Institutional Boards & Multicampus or Segmental Systems	Primarily Single Institutional Boards	Multicampus or Segmental Systems	Mixed Single Institutional Boards & Multicampus or Segmental Systems	Primarily Single Institutional Boards
Alaska (b) Hawaii Idaho (a) Maine (c)(d) Montana Nevada North Dakota Rhode Island South Dakota Utah DC (b) PR (b)	Arizona Florida (a)(b) Georgia (c) Iowa Kansas Mississippi NH (c)(b) NC Oregon (b)(i) VT (b)(g) WV (e) Wisconsin (c) Wyoming (f)	Connecticut Illinois Louisiana (h) MA (i) Nebraska New York Tennessee PR (b)	Alabama Arkansas Colorado Indiana Kentucky Maryland Missouri New Jersey Oklahoma SC Texas	Ohio (j) Virginia (k) WA (j)(k)	Alaska (b) California Minnesota Florida (a)(b)	New Mexico PA (a)		NH (b)(c) Oregon (b) VT (b)(g) DC (b)		Delaware Michigan (a)

(a) State board/agency responsible for all levels of education.

(b) State has both a statutory coordinating or planning body and statewide governing board(s).

(c) In Georgia, New Hampshire, Wisconsin and Maine, postsecondary technical institutes are under an independent statewide board.

(d) Maine Maritime Academy is under an independent board.

(e) West Virginia has two statewide governing boards — the Board of Trustees for the University of WV System and the Board of Directors for the State College System.

(f) University of Wyoming is the state's only senior public institution.

(g) All public higher education in VT is under either University of VT or the Vermont State Colleges. Higher Education Council is a voluntary coordinating entity with no formal authority.

(h) In Louisiana, Delgado Community College has an independent board.

(i) In Massachusetts, the Coordinating Council is legally the statewide governing board for the community colleges and state colleges, but most governing authority is delegated to institutional governing boards. The council is the coordinating agency for all higher education, including the University of Massachusetts.

(j) In Ohio and Washington, several institutions have branch campuses.

(k) In Virginia and Washington, community colleges are under state agencies/boards.

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- **Chart I** illustrates six basic patterns of coordination and campus governance. These relate to the various sub-categories in Table II.

The organizational structure, authority and staffing of the higher education systems listed under "consolidated governing board" vary far more than the two categories listed in Table II. For example:

- The governing board in Wyoming is responsible for a single university.
- The titles and formal authority of the consolidated governing board executive officers varies widely. The governing boards in Florida, Georgia, Maine, Nevada, New Hampshire, North Carolina, Oregon, West Virginia and Wisconsin have chief executive officers with the title of chancellor or president. These officers play a lead role in selecting and evaluating the campus chief executives. In some cases, the campus CEO reports to the board through the chancellor or president. In other cases, the campus CEO reports to the board, but the system CEO oversees the system/campus relationships on behalf of the board.
- The boards in Mississippi, Montana, Rhode Island and Utah have the chief staff persons with the title of "commissioners" with system leadership responsibility but less direct line authority related to the campuses than in the systems with presidents or chancellors. In Arizona, Idaho, Iowa, Kansas and South Dakota, the boards have executive officers who are responsible primarily for staff support to the board rather than line authority for the system.

In the past decade, the authority of governing board executive officers has been a continuing issue in most of these states. The trend has been for these officers to be assigned increased responsibility for policy leadership and direction of their systems, and the titles have been changing accordingly.[17]

- **Table III** illustrates the different ways that states coordinate, regulate and govern community colleges, postsecondary technical institutes and other two-year or lower-division institutions. This table reflects the significant differences among these categories of institutions throughout the nation and in the ways that states organized to meet a variety of needs at the less-than-baccalaureate level. Each of these points is reflected in structures for coordination and governance.

  - **Origins**. Some evolved from local school districts and have historically been connected with K-12 public education at the state level; others were formed as branches of four-year institutions primarily for transfer students and are therefore linked to university systems; and still others were free-standing technical institutes with strong ties to the state vocational education structure.

Chart I

Six Basic Patterns of State Coordination & System/Campus Governance

Key

▭ = Consolidated or Multi-Campus Governing Board

⬡ = Regulatory or Advisory Coordinating Board

○ = Senior 4-yr. College or University Campus

△ = Community College Technical Institute 2 yr. Campus

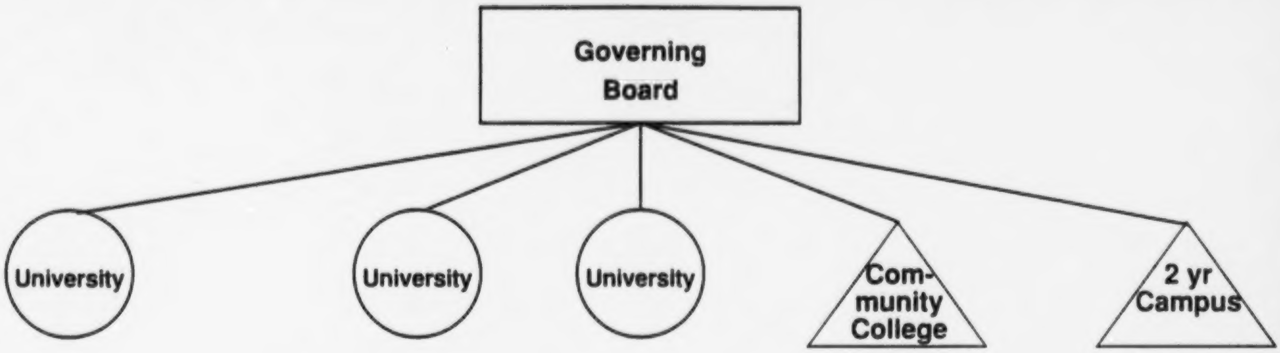
——— = Direct Governing Relationship

- - - - = Coordinating Relationship

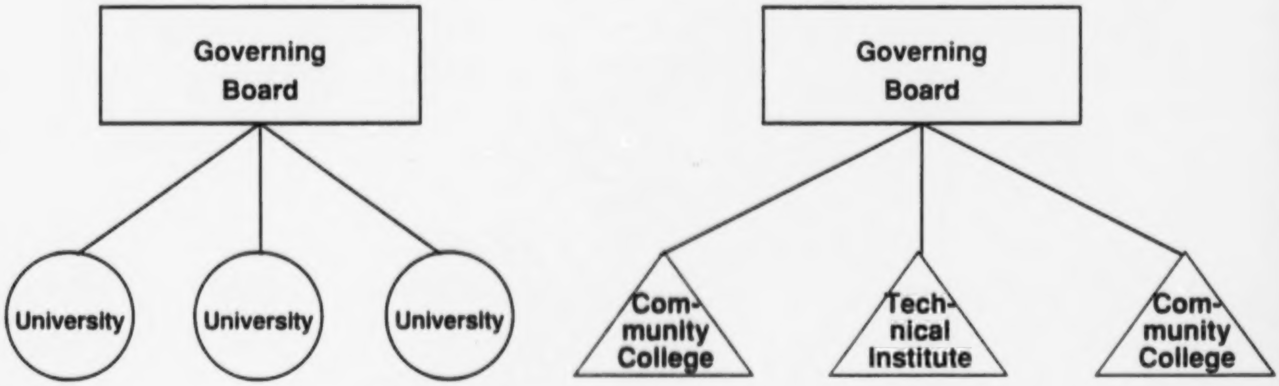
◇ = Planning Agency

Chart I (cont.)

A. Consolidated Governing Board for All Public Institutions


Governing Board
University
University
University
Community College
2 yr Campus

B. (1) Consolidated Governing Board for All/Most Senior Institutions. Separate Board/Agency for Community Colleges or Tech. Institutes.


Governing Board
University
University
University
Governing Board
Community College
Technical Institute
Community College

B. (2) Same as B(1) but with Additional Planning Agency

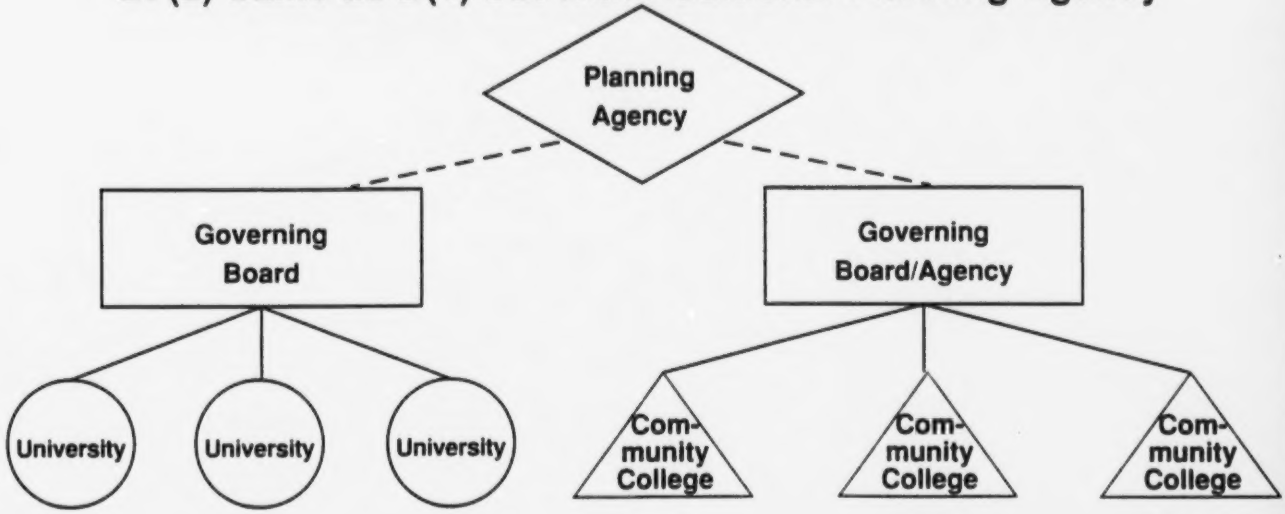
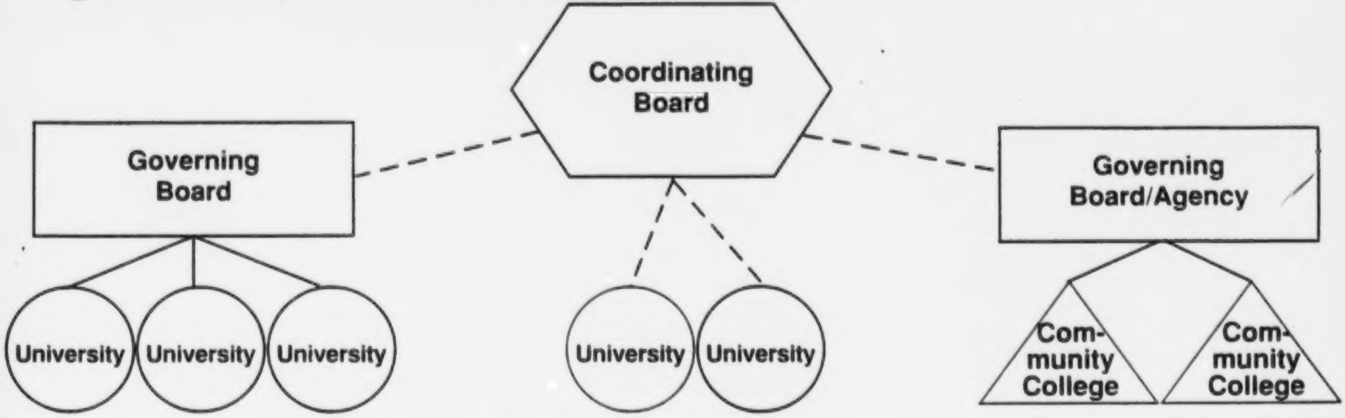
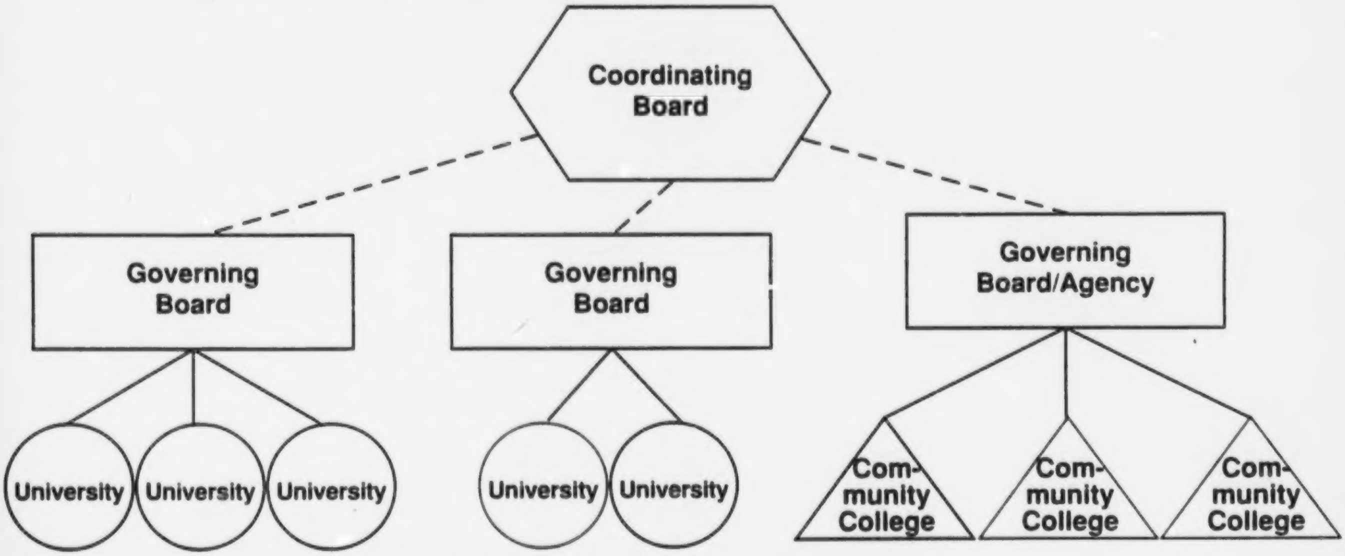

Planning Agency
Governing Board
University
University
University
Governing Board/Agency
Community College
Community College
Community College

Chart I (cont.)

C. (1) Mixed Single Institutional Boards & Multi-Campus/ Segmental System Boards


Coordinating Board
Governing Board
Governing Board/Agency
University
University
University
University
University
Com-munity College
Com-munity College

C. (2) Segmental System Boards


Coordinating Board
Governing Board
Governing Board
Governing Board/Agency
University
University
University
University
University
Com-munity College
Com-munity College
Com-munity College

D. Single Institutional Governing Boards

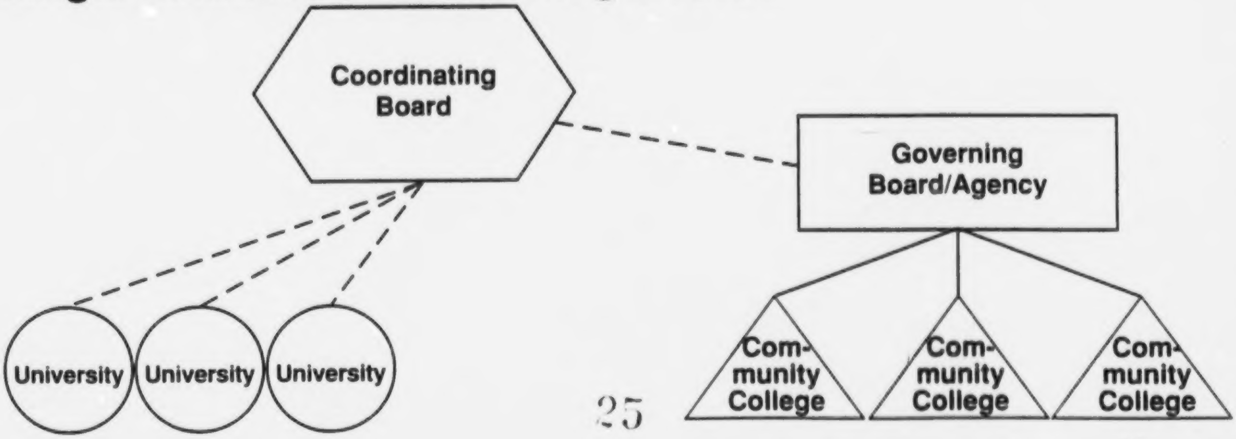

Coordinating Board
Governing Board/Agency
University
University
University
Com-munity College
Com-munity College
Com-munity College

Table III

PATTERNS OF STATE COORDINATION AND GOVERNANCE OF COMMUNITY COLLEGES AND OTHER TWO-YEAR DIVISION INSTITUTIONS

State	State Board of Education Coordinates and Regulates Community Colleges	Community Colleges under Consolidated Governing Board for Both Two- and Four-Year Institutions	Separate State Board for Coordination of Community Colleges	Coordinating Board for All Higher Education Coordinates Locally Governed Community Colleges	Separate State Board for Governance of Community Colleges	Branch Campuses Related to Four-Year Institutions	Postsecondary Technical Institutes Governed Separately From Two-Year Lower Division Community Colleges	Less Than B.A. Programs Offered by Some Four-Year Institutions
Alabama	X						X	X
Alaska		X				(X)		
Arizona			(X)					
Arkansas				(X)		X		X
California			(X)					
Colorado			(~~X~~)					X
Connecticut			X			X		
Delaware					X			
Florida			(~~X~~)					X
Georgia		X					X	
Hawaii		X						
Idaho	(X)	X						X
Illinois			(X)					
Indiana						X	X	
Iowa	X							
Kansas	X						X	X
Kentucky		X				X[1]	X	

---

[1] Kentucky community colleges are under the University of Kentucky.

(X) = Locally appointed boards
(~~X~~) = Locally elected boards

State	State Board of Education Coordinates and Regulates Community Colleges	Community Colleges under Consolidated Governing Board for Both Two- and Four-Year Institutions	Separate State Board for Coordination of Community Colleges	Coordinating Board for all Higher Education Coordinates Locally Governed Community Colleges	Separate State Board for Governance of Community Colleges	Branch Campuses Related to Four-Year Institutions	Postsecondary Technical Institutes Governed Separately From Two-Year Lower Division Community Colleges	Less Than B.A. Programs Offered by Some Four-Year Institutions
Louisiana				X		X	X	
Maine		X				X	X	X
Maryland				(X̶)				
Massachusetts		X						
Michigan			(X)					X
Minnesota		X						
Mississippi			(X̶)					
Missouri				(X)			X	X
Montana		(X)		(X)			X	X
Nebraska				(X̶)				
Nevada		X						
New Hampshire			X			X	X	
New Jersey				(X̶)				
New Mexico				(X̶)		X	X	
New York		X		(X̶)				
North Carolina			X					
North Dakota		X				X		X
Ohio				(X)(X̶)		X	X	
Oklahoma				(X̶)		X		

(X) = Locally appointed boards
(X̶) = Locally elected boards

State	State Board of Education Coordinates and Regulates Community Colleges	Community Colleges under Consolidated Governing Board for Both Two- and Four-Year Institutions	Separate State Board for Coordination of Community Colleges	Coordinating Board for all Higher Education Coordinates Locally Governed Community Colleges	Separate State Board for Governance of Community Colleges	Branch Campuses Related to Four-Year Institutions	Postsecondary Technical Institutes Governed Separately From Two-Year Lower Division Community Colleges	Less Than B.A. Programs Offered by Some Four-Year Institutions
Oregon			(X)					
Pennsylvania	X			(~~X~~)		X		X
Rhode Island		X						
South Carolina			X			X		X
South Dakota								
Tennessee		X						
Texas	X			(~~X~~)		X		
Utah		X						
Vermont		X						
Virginia					X			
Washington			(~~X~~)					
West Virginia		X						
Wisconsin						X		X
Wyoming			(~~X~~)					
Puerto Rico		X						

(X) = Locally appointed boards
(~~X~~) = Locally elected boards

- **Financing**. For some, funding is shared between local and state tax revenues, with the result that governance is decentralized within a state coordinating and regulatory framework; for others, funding is largely from state appropriations, with the result that governance is more centralized; for others, funding is through the main campus of a multicampus system.

- **Mission, educational philosophy and student clientele**. Some are open-admissions, comprehensive community colleges, offering short courses, occupational programs, transfer programs, remedial programs and a host of other community services to both youth and adults. These institutions tend to be highly local in their governance and advisory structures. Others are highly selective technical institutes linked to state vocational/technical structures. And still others are lower-division transfer programs offering primarily programs in general education and liberal arts and sciences and have strong governance ties with the sponsoring university.

HISTORICAL REVIEW OF CHANGES IN STATE STRUCTURES

The basic patterns of state-level organization across the nation today were in place in the early 1970s. The year 1972 marked the culmination of more than a decade of development of state higher education agencies formed to coordinate the massive expansion in the late 1950s and 1960s. By that year, 47 states had established either consolidated governing boards responsible for all senior institutions (and in some cases, community colleges also) or coordinating boards responsible for statewide planning and coordination of two or more governing boards. Three states with a limited number of institutions did not form a special statutory agency, but continued to handle statewide higher education issues through existing governing boards, informal coordination and direct involvement of the governor and state legislature.

Perennial Issues

Common Triggers for Reorganization Proposals

Throughout the past 25 years, several issues have consistently spurred governors and legislators to make higher education reorganization proposals. These tend to be long-standing irritants whose urgency increases as the public expectations rise or economic conditions worsen.

- **Actual or potential duplication of high-cost graduate and professional programs**. Most states are confronted with intractable political and economic stresses as growing urban centers compete with rural areas and older economic centers. These stresses are amplified and played out in conflicts within the states' higher education systems. The most common pattern is for a growing urban area to press to have accessible graduate and professional programs. Proposals to develop new engineering programs are perhaps the most frequent source of controversy. In the first stage, the interest usually is simply to have these offered in the area, but this soon leads to demands that a new university be formed either from an existing institution or a wholly new entity. The issue then becomes further complicated when the prestige of "university status" and graduate programs becomes mixed with issues of community pride and economic development.

The concern that new initiatives would duplicate or threaten support for similar programs at the state's major research university becomes a major issue. The location of many major public universities away from urban centers complicates the issue. The same scenario is also played out when isolated rural areas struggle to gain access to programs for place-bound adults. What usually sparks reorganization controversies are "end-runs" to the governor or legislature to get special attention. The ensuing political struggles often lead to major restructuring proposals. Short-term victories gained through "end-running" the established coordinating structures usually lead in the long-run to greater centralization.

- **Conflict between the aspirations of two institutions (often under separate governing boards) located in the same geographic area**. Again, conflicts tend to be over which institution should offer high-cost graduate and professional programs. Major reorganization proposals (merger or consolidation) usually occur after years of less dramatic efforts to achieve improved cooperation and coordination.

- **Legislative reaction to institutional lobbying**. As governors and legislators face politically difficult and unattractive choices, intense lobbying by narrow, competing institutional interests can spark demands for restructuring. Political leaders seek ways to push such battles away from the immediate political process by increasing the authority of a state board in the hope that it will have the power to resolve the conflicts before they get to the legislature. The reverse situation also frequently occurs. A state board will act to curtail an institutional "end-run" and be faced with a legislative proposal (frequently stimulated by the offending institution) to abolish the board.

- **Frustrations with barriers to student transfer and articulation**. Evidence (usually in the form of constituent appeals to influential legislators) that institutions are making it difficult for students to transfer or are limiting credit transfer often leads to legislative intervention and, in extreme cases, to reorganization proposals. Legislators ask why the state should pay twice for courses that should be transferrable.

- **Inadequate coordination among institutions offering one- and two-year vocational, technical and occupational and transfer programs**. Many states have regions or communities where two or more public institutions, each responsible to a different state board or agency, are competing to offer similar one- and two-year programs. In the worst situations, this may involve a postsecondary technical institute, a community college and a two-year lower-division branch of a university. Student transfer and articulation issues, as just mentioned, are frequently at the core of these disputes. Because of sincere and intense differences among the institutions in their educational missions and philosophies, they may resist program coordination and make it difficult for students to transfer. In a larger scale version of the same issue, many states face escalating enrollment demand in their two-year sectors that threatens to take resources from the university sectors. When these battles are fought on the floor of the state legislature rather than being resolved within higher education they often lead to proposals for restructuring.

- **Proposals (and related opposition) to close, merge colleges or universities, or to change institutional missions**. At issue may be small, isolated rural institutions or institutions with similar missions that are in close proximity. What sparks the reorganization proposal is the sense that the existing coordinating or governing board is unable to resolve these kinds of problems before they become major political controversies. Or, once a state board or legislator makes a proposal and a political firestorm erupts, reorganization may be proposed because of a sense that the existing state board handled the issue poorly.

- **Concerns about the effectiveness of the state board**. Major reorganization proposals are often made because of a sense that the existing board (or its staff) is providing ineffective leadership or lacks the political influence or judgment to address critical issues facing the state. Not surprisingly, the "critical issues" may be long-standing irritants such as mentioned above. Or, the sense may be that an existing board is more focused on detailed administrative, regulatory or internal management issues than on policy leadership. Ironically, where such criticisms of state boards are made, it is often a previous legislature that has assigned these management or regulatory functions to the board. Reorganization is frequently proposed not because an agency lacks formal authority but because of a desire to change the leadership or personalities involved in the process.

Trends Toward Consolidation

Almost without exception, in reorganization debates, the option is raised of consolidating all public institutions under a single, consolidated governing board (frequently called a "super board" in the ensuing media debate). Because of the inevitable opposition these proposals generate (primarily from institutions who fear that their independence will be threatened), few have actually been enacted in the past 20 years. But this does not deter others from advancing the idea. In lieu of total consolidation, states often consolidate institutional clusters to form segmental (all institutions with similar missions) systems.[18] As an alternative to forming a single statewide governing board, several states have greatly strengthened the existing state coordinating board to the point that its regulatory powers border on authority to govern institutions.

Kerr and Gade observed the following about the long-term trend:

> The drift in the public sector of higher education, especially during the past 40 years, . . . [is] toward consolidation and toward control . . . .
>
> We note that this tendency toward consolidation and control runs counter to the development in American national economic policy toward more competition and autonomy. This economic trend is present in most countries — even in the Soviet Union and China. The general government tendency in the United States has also been toward decentralization to the states and localities.[19]

Kerr and Gade cite two underlying reasons for the trend toward consolidation and control:

> The government does have a clear interest in centralizing and controlling some decisions, specifically over missions and over budgets, in order to make effective use of resources and to be sure that all important missions are actually and fairly served. ("Missions" include general admissions policies for students.) Government also has an interest in effective review of performance.
>
> State authorities, specifically governors and legislative committees, find it helpful to hold one board and one chief executive officer accountable. They prefer to have to place or receive only one phone call rather than to have to deal with several or many competitive and combative institutions, their representatives, and supporters. This can be time consuming and exasperating. Some infighting, often highly counterproductive, can be kept out of the state capitol.[20]

Despite intense debates for and against consolidated systems in the past 25 years, conclusive evidence on either side of the argument is difficult to find. Examples can be found of both more centralized and less centralized systems working well in terms of providing direction for the system while ensuring highly diverse missions, decentralized governance and creative use of institutions to meet the state's educational needs.[21]

At the same time, one can find examples of both coordinating and consolidated governing boards that are giving insufficient time to policy leadership, have lost credibility with the state's political and higher education leadership, are excessively focused on administrative, regulatory and internal management issues, are failing to promote mission differentiation, and are giving insufficient attention to the major policy challenges facing the state.

The greatest danger is that states will adopt one alternative or another without first making clear the ends to be achieved and without making a serious assessment of whether the alternative is the best means to those ends. One often hears comments such as, "California's higher education system has an excellent reputation. Why don't we just adopt their structure?" The pressure for one state to copy another's is often overwhelming, even though the structure may be inappropriate for the state's unique needs and underlying political culture.

Reorganization in the 1970s

The decade of the 1970s was one of maturation of the coordinating and governing patterns established in the previous decade. Rather than expansion, the agenda shifted more to efficient use of limited public resources in a period of slower growth if not decline in enrollment. It was a period, however, of continued strengthening of the authority of state boards. Of even greater significance, the 1970s saw a major increase in the involvement of other executive branch agencies and legislative staffs in higher education affairs, especially in budgetary matters. Increasingly sophisticated legislators, backed by professional staffs, became more directly involved in both the substance and procedures of state higher education policy.[22]

In addition to the shift from massive expansion to stable growth, the early 1970s also witnessed a significant increase in the impact of federal policy on state policy and structure. The federal Higher Education Act Amendments of 1972, and subsequent amendments in the late 1970s, had both immediate and long-term impacts on state higher education policy and coordination. Among the most important changes were:

- Eligibility for student financial aid programs was extended to students attending proprietary schools, and the definition of "institution of higher education" for the purposes of the Higher Education Act was changed to encompass a broader range of institutions under the new term "postsecondary education." This scope was much broader than the coordinating and regulatory scope of most state coordinating structures in place at the time. And because the federal eligibility process depended in part on state licensure, the new requirements placed greater oversight responsibilities on state governments. Twenty years later, a sense that this oversight should be strengthened led to the establishment of State Postsecondary Review Entities (SPRE) under the 1992 amendments to the Higher Education Act.

- The Federal State Student Incentive Grant Program provided matching funds for state need-based student aid programs, resulting in new state programs in three-quarters of the states and contributing to a threefold increase in state student aid funding by the end of the decade. Many of the existing state coordinating boards took on student aid administration as an added responsibility in this period. In other states, new state student aid agencies were created.

- The 1972 amendments, through the "1202 Commissions," explicitly linked state eligibility for certain categorical programs to the state's commitment to undertake comprehensive statewide planning. The underlying assumption was that federal funds would be better used if the state had in place a mechanism to ensure effective and efficient use of all resources — federal, state and private. The key problem (and, for many states, the major problem) was that the federal law required states to establish or designate a state commission "broadly and equitably representative of the general public and of public, private and proprietary institutions of postsecondary education." This provision conflicted directly with the coordinating and statewide governing structures established in a number of states in the previous decade. Most of those existing entities were led by lay boards, not "representative" boards. Few had a scope of responsibility as broad as the new definition of "postsecondary education." And college and university leaders, who were concerned about the growing power of state agencies, saw this federal law as reinforcing state efforts to undermine institutional autonomy. By the end of the decade, the federal law was amended to nullify the earlier requirements. But the provisions would have a lasting impact on the coordinating structures in many states.[23]

- The 1978 amendments to the Guaranteed Student Loan Program (subsequently renamed the "Stafford" loan program) greatly increased federal reliance on state guarantees for the federally insured loans. As a result, virtually every state established state guarantee agencies which were organized in many cases as quasi-private entities. The Direct Lending Program established in 1992 will place responsibility for making loans at the college or university level and will utilize federal rather than private loan capital. This change could lead to downsizing, if not dissolution, of entities formed to meet the requirements of the earlier federal program.

In the 1970s, 12 states made changes in their higher education structures that could be characterized as significant. Seven states that had previously adopted a coordinating board as opposed to a statewide governing board took steps to strengthen that coordinating function, either modifying the authority of the existing agency or replacing that agency with a new body with increased regulatory authority. Two states, North Carolina and Wisconsin, replaced their coordinating bodies with statewide governing boards. The other three states made adjustments that reflected their unique political and structural situations.

Structural Changes in the 1980s

In the decade of the '80s, the roles of state higher education boards shifted in fundamental ways as governors and legislators took far more aggressive positions regarding the quality of higher education.[24] These new expectations were direct effects of the education reform movement, which came as a result of key reports on higher education such as *Involvement in Learning*, and others produced by state leaders and their organizations — the Southern Regional Education Board, the Education Commission of the States and the National

Governors' Association.[25] The call for reform added new responsibilities to state boards; and, as a consequence, heightened the potential for state/institutional conflict.

These changes are clearly reflected in the new definition of "accountability," as described by Mingle and Lenth:

> New systems of accountability are becoming fundamentally "change instruments," not reporting mechanisms. In this context, accountability mechanisms are not separate from the larger policy agenda of state and system boards. They are the levers that create change. While some may consider the actual data collection and reporting devices as the "accountability" agenda, they are only a small element of the total change strategy.[26]

In the past, the traditional state coordinating functions of planning, budget review, program review and administration were carried out with little expectation or intent of affecting the internal dynamics of institutions — the key elements of institutional autonomy. Now, governors and legislators expect both coordinating and governing boards to be agents for change, to use a variety of policy tools as levers to affect the overall direction of the state's higher education system and to provide external incentives for institutions to undertake internal initiatives for improved quality and efficiency.[27] Essentially four mechanisms were (and, in many respects are still being) employed in the mid- to late-1980s:

- **Setting a state policy agenda and serving as agents for change**. As described earlier in the summary of coordinating functions, states increasingly called upon state boards to undertake a broader, more aggressive state policy leadership role. A key element of the new agenda was that state boards should be active forces for change within colleges and universities.

- **Incentive, competitive or targeted funding**. These mechanisms aim at stimulating institutional attention to the policy agenda and, in some cases, in prompting reallocation of institutional resources toward that agenda. These initiatives included centers of excellence for research, graduate education and technology, incentives for improving undergraduate education and student performance, competitive/challenge grants for institutional renewal and targeted funding for specific objectives such as improving minority achievement.[28]

- **State requirements for assessment of student learning**. By the end of the decade of the 1980s, two-thirds of the states had a formal policy or mandate on assessment of student learning. The majority of these policies stressed that every public institution should define expectations for student learning and should have a process for determining and reporting whether, in fact, students were meeting these expectations. Most of the initiatives were aimed primarily at stimulating greater attention to teaching and learning and left it to the institutions and their faculty to define outcomes and assessment methods. Most states had an assessment policy and process in place by this time, yet few required detailed reporting of outcomes data either to the state or to the public. Other states required testing of students for adequacy of preparation for college-level study or for progression from lower- to upper-level study.[29]

- **New performance-oriented accountability reports**. By the 1990s, there was growing interest among state political leaders in performance indicators and report cards that would provide information for the public and prospective students on both institutional and system performance. While these were related to the interest in assessment of student learning, their intent and scope were broader. Rather than the internal "improvement" focus of many assessment initiatives, the emphasis of performance indicators was primarily to assure external audiences that institutions are committed to performance and productivity with respect to their specific missions, including research and service missions.[30]

Throughout the 1980s, but especially in the period since 1985, these new approaches were incorporated into most reorganization proposals and changes.

In the early 1980s, the most far-reaching structural changes occurred in Massachusetts, where a new statewide governing board was established to replace all existing state agencies and boards, and in Connecticut, where the idea of a single governing board was rejected and a new and strengthened coordinating board was established. Several states (Florida, Minnesota, North Carolina and Tennessee, as examples) reorganized state-level governance of community colleges, vocational/technical institutes and related programs. Other states such as Pennsylvania reorganized and consolidated the governance of major higher education sectors. Rhode Island abandoned its single board for all levels of education and established a separate governing board for its three public higher education institutions. The intensifying concerns about quality were reflected in most of these debates as states sought to strengthen the capacity of boards to effect change.

In the five years from 1985 through 1989 (the period coinciding with the intensification of the reform movement described earlier), at least 27 states conducted major studies of their higher education systems through a blue-ribbon commission, consultant's study or special legislative task force. In the same period 26 states seriously debated changes in structure ranging from relatively minor changes in state board authority to major restructuring of the total system. Actual changes were made in 14 states.[31] The following is a summary of these changes:

Major restructuring. Six states completed major restructuring of their systems. In each case, the changes were the culmination of several months — and sometimes years — of study and debate.

- In Colorado and Washington, the existing coordinating boards were replaced by similar but strengthened coordinating bodies. In both cases, a range of alternatives was debated, including a single statewide "super board" and realignment of institutional boards under segmental boards — boards with responsibility for several institutions.

- In Texas, as the result of recommendations of the Select Committee on Higher Education, the existing coordinating board of the Texas College and University System was replaced by the Texas Higher Education Coordinating Board, with expanded power to set enrollment limits and to create a realistic and effective master plan for higher education.

- In Maryland, all but two of the state's public four-year institutions were consolidated under the Board of Regents for the University of Maryland System and the internal policies and structure of that system were significantly altered. At the same time, the state's coordinating board was replaced by a new agency, the Maryland Higher Education Commission.

- In Nebraska, a planning commission with limited authority was replaced by a new statutory coordinating board with broad planning and regulatory authority for the total public higher education system.

- In West Virginia, the single consolidated governing board for all public higher education was abolished and two new governing boards were established. One board was created for the universities and the other for the state colleges, community colleges and vocational/technical institutions. At the same time, a cabinet-level position of secretary of education and the arts was established to provide for overall coordination of the system.

Changes in state board authority. In addition to the changes in state board authority mentioned above, five other states strengthened the role of coordinating agencies in significant yet less sweeping ways.

- In Arkansas, the existing coordinating board was given authority for program approval and its role in carrying out quality improvement initiatives was greatly strengthened.

- In New Mexico, the name of the coordinating board was changed from the Board of Education Finance to the Commission on Higher Education, with accompanying expectations that the agency should play stronger roles in policy leadership and planning.

- In Oregon, the Oregon Education Coordinating Commission was abolished and the agency's functions were continued under the Oregon Office of Educational Policy and Planning in the governor's office.

- In South Carolina, the existing coordinating board's membership was restructured and the agency was given greater authority to carry out quality improvement initiatives.

- In North Dakota, the Board of Higher Education acted to change the system's executive officer title from commissioner to chancellor, and give the public higher education system more of a sense of cohesiveness as the North Dakota University System.

The scope of authority and title of the executive officer of multicampus systems were debated in at least eight states during the period. Proposals were advanced to change the executive officer positions from staff directors of the governing board to system officers with the title of "commissioner" or "chancellor." Usually at issue were the scope of the officer's line authority for campus presidents and whether campus presidents would be required to relate to the governing board through the system executive. In Mississippi, the position of executive director was changed to commissioner and, as indicated above, in North Dakota, the position of commissioner was changed to "chancellor" of the university system.

Changes in state structure for community colleges. Changes were debated in at least 10 states but significant changes were made in only four states.

- In Alaska, the Board of Regents of the University of Alaska (rather than the governor or legislature) realigned all the institutions under the university under three university centers, each headed by a chancellor. Each of the community colleges is now assigned to one of these centers. The formal authority of the Alaska Postsecondary Education Commission was not changed, but budget and staff reductions have severely curtailed the capacity of that agency to carry out its statutory functions. Its actual functions were primarily administration of student financial assistance programs and institutional licensure.

- In California and Colorado, the authority of the existing state community college boards was strengthened.

- In Connecticut, the separate board for the state's technical colleges and the regional community college board were consolidated to form the State Board of Community-Technical Colleges.

Changes in sub-state systems. In several states, changes were made in the governing arrangements for some of the institutions but not others.

- In Texas, the University System of South Texas was combined with the Texas A & M System and Pan American University was combined with the University of Texas System.

- In Colorado, the governing structure of the Auraria Higher Education Center was altered. This center provides the support services for three institutions — Metropolitan State College of Denver, the University of Colorado at Denver and the

Community College of Denver — each of which is governed by a different system board.

- In New Jersey, state college autonomy legislation strengthened the independent governance of the state colleges and exempted them from a number of detailed state fiscal and procedural controls. The legislation empowers the boards of trustees to manage their institutions' fiscal operations; authorizes the colleges to contract and handle all their own transactions without going to the state treasury; and establishes a state college governing board association to oversee the boards' position in the new governing arrangement.

1989-1991: A Key Turning Point[32]

Clark Kerr, speaking at a Wingspread Conference on the "Governors and Higher Education" in 1985, described what he saw as a return to what had been the historic pattern of state dominance in higher education policy in the United States. He described the 1980s as the "Decade of the States." Policy leadership would increasingly be dominated by governors, and higher education could expect a far more aggressive agenda aimed at connecting it to the states' social and economic agendas, but the trade-off might be improved state funding.[33]

The mid-1980s reinforced Kerr's perspective. But the situation changed dramatically in 1989-1990. State dominance continued, but as the economic crisis intensified, this raised new questions about the state/higher education relationship:

- The state fiscal crisis that had begun in the Northeast soon spread to virtually every state.

- Several key supporters of the higher education initiatives of the 1980s, such as Governor Thomas Kean of New Jersey, left office. Accelerating political turnover meant that many of those who had authored earlier changes were no longer in office.

- The education reform movement intensified, spurred by the Education Summit of the President and Governors in 1989. Concerns deepened among both policymakers and the general public about the perceived lack of connection between higher education and the major issues facing society (e.g., the quality of the public schools, crime and youth violence).

- Policymakers' impatience with the slow pace and lack of consistency of institutionally based reform intensified. Lack of public evidence that these changes were making a difference — improving performance — led to demands for more aggressive state actions.

In these new conditions, many of the initiatives enacted just a few years before changed direction or were put on hold.

- State assessment programs lost some of their initial vitality, although in most cases they were retained in state statute and in state agency responsibilities. Institutions and state agencies that had implemented the programs as "add-ons" often could not afford to keep them in place. In some cases, funding as well as the state staff responsible for the assessment initiatives were eliminated.

- Special funding programs were reduced or eliminated. Only those that were integral to the state's approach to budgeting and resource allocation (e.g., the long-standing Tennessee performance funding program) were retained.

Changes in State Structure, 1991-1994

Despite the changes in the previous period, the core concerns about performance and return-on-investment remained. A new generation of policies, some with origins in these earlier initiatives, began to emerge. But now these were accompanied by new and more penetrating questioning about the underlying efficiency of the enterprise. Questions about faculty workload and faculty commitment to undergraduate teaching dominated legislative agendas.[34] And states showed a new willingness to pursue aggressive policies, for example:

- By the end of 1993, 18 states had put in place systems of "performance indicators."[35]

- Arkansas, Kentucky and Missouri established new financing policies that allocated a portion of state funding based on performance. A program was established but not implemented in Texas.[36]

Major structural changes. Two states, Massachusetts and New Jersey, undertook major changes in their state structures affecting almost all dimensions of state higher education policy.

- Massachusetts reorganized its overall education structure by:
    - Consolidating two previously separately governed state universities under a reorganized University of Massachusetts system.
    - Eliminating the statewide consolidated governing board — the Board of Regents — that had been created in 1980 and replacing it with a coordinating board — the Massachusetts Higher Education Coordinating Council. The council retained some governing responsibilities with respect to the state colleges and community colleges, but governance is largely delegated to the pre-existing boards of each of these institutions.

  - Creating a cabinet position of Secretary of Education with responsibility for overall planning and coordination of the commonwealth's education policy.

- New Jersey Governor Christine Todd Whitman proposed a major restructuring of higher education policies aimed at increasing the autonomy of the state colleges and universities while reducing the size and cost of the state bureaucracy. At the time of this writing, the proposed changes would significantly alter the state structure by:

  - Eliminating the New Jersey Board of Higher Education and the Department of Higher Education. Some of the board's and department's responsibilities that were considered no longer needed would be eliminated. Others would either be delegated to the institutional governing boards or be assigned to one of the newly created entities.
  - Delegating increased authority and responsibility to the college and university governing boards (particularly those of the eight state colleges and the newly designated teaching university), especially with respect to tuition and fee policy and new program approval.
  - Establishing a new statewide coordinating entity, the New Jersey Commission on Higher Education, composed of 15 members, most of whom will be appointed by the governor and confirmed by the senate. The commission would have responsibility for long-range planning; establishing institutional missions and approving any program proposals that are exceptions to those missions; making short- and long-range budget recommendations to the governor and legislature; licensing institutions and serving as the state postsecondary review entity (SPRE); and conducting research, data gathering and analysis in cooperation with the President's Council.
  - Transferring responsibility for the state's student financial assistance programs to the Department of Treasury pending the outcome of planning of a new consolidated and strengthened Higher Education Student Assistance Authority.
  - Creating a quasi-private President's Council, supported largely through assessments to each public and private college and university in the state, that is to advise and make recommendations to the Higher Education Commission on long-range planning, budget priorities, program approval, licensure, research and information and related matters.

- Puerto Rico separated the governance of the University of Puerto Rico from the Council on Higher Education. A new Board of Governors is now responsible for the governance of the university. At the same time, the changes retained the Council as the coordinating board for all postsecondary education in Puerto Rico.

Major system changes. Two states, Minnesota and Montana, approved major changes in their university systems that, in effect, increased the consolidation and coordination between two- and four-year institutions within those systems. Both of these changes are interesting because they run counter to the conventional view that it is desirable to maintain bureaucratic separation between institutions with distinctly different missions (e.g., community colleges, technical institutions, and four-year colleges and universities). Both of these mergers intend to achieve improved coordination and collaboration without sacrificing essential mission differentiation or individual campus identities.

- In 1991, Minnesota enacted a merger, to be effective July 1, 1995, of three previously separate systems under a new state college and university board. With all of the state's public colleges and universities under either of two statewide boards — the Regents of the University of Minnesota or the new higher education board — the role of the Higher Education Coordinating Board will likely be limited primarily to administration of the state student aid programs, licensure, SPRE functions and administration of special projects and programs.

- In 1994, the Montana Board of Regents of Higher Education (the statewide consolidated governing board for that state) approved a major internal restructuring of the Montana University System. The Board of Regents has constitutional authority to make such changes within legislative approval. In an effort to achieve greater collaboration and efficient delivery of educational services, while maintaining the uniqueness of each campus, the Board made these changes:
    - Administratively merged four, four-year institutions with the two universities, Montana State University and University of Montana. The chief executive officers of each of the merged institutions is to be selected by the president of the university with which it is affiliated rather than by the Commissioner of Higher Education.
    - Affiliated each of the Colleges of Technology (formerly vocational/technical centers) with one of the two universities.
    - Merged three of the Colleges of Technology with the university campus with which each was co-located. The action essentially discontinued these as entities independent of the campus with which it merged.
    - Clarified and strengthened the governance of Higher Education Centers in two communities to ensure coordination between the university system campuses and private institutions offering higher education programs in those areas.

Changes within consolidated systems

- The North Dakota University System, using the principles of Total Quality Management, implemented major internal changes aimed at cutting administrative costs while improving services. This included merging the administrative teams of two institutions (a single president now serves two institutions) and identifying lead institutions to serve specific statewide needs for other system institutions instead of maintaining staff in the system office for this purpose. Campus-based centers will serve all 11 institutions in areas such as human-resource management, purchasing, and materials management.

- The Oregon State System of Higher Education proposed that the system be given "public corporation status" through which it would be given greater independence from state government procedural controls (personnel, procurement and contracting). The status of "public corporation" would give the system greater flexibility to manage day-to-day operations in the face of significantly reduced state support. At the time that this paper was written, legislation had not yet been introduced to enact the proposal.

- The Chancellor of the City University of New York (CUNY) proposed a major internal restructuring aimed at making the various CUNY campuses function more as units of an integrated higher education system. The aim was to achieve greater consistency in policies and services, increase resource sharing and reduce unnecessary duplication. While changes of the scope originally proposed were not implemented, they symbolize the kinds of bold changes that are likely to be proposed in other systems in the face of severe resource constraints and escalating demand.

Changes in board authority

- In 1993, the authorizing statute for the Colorado Commission on Higher Education (the state's coordinating board) was amended to change responsibility for appointment of the executive director from the commission to the governor. Once appointed, the executive director is to serve at the pleasure of the commission.

- The authority of the Connecticut Board of Governors (the state's coordinating board) was modified to develop and recommend a consolidated budget for all of higher education. The board still makes overall budget recommendations, but the budget requests from the three systems (University of Connecticut, Connecticut State University System, and the Community College and Technical Institute system) are submitted directly to the governor and legislature.

ISSUES AND TRENDS

Tensions clearly intensified in the 1991-1994 period. No dominant pattern emerges from the changes, however. Some states moved to decentralize; others centralized certain functions. In a sense, the changes reflect a combination of relatively traditional issues (the "perennial" issues described earlier) and the halting efforts of states and systems to adjust to current and projected constraints. These points are of particular interest.

New Thinking About Systems

- The changes in Montana, North Dakota and Oregon reflect new thinking about how systems can be much more than the "sum of individual campuses" in terms of delivering higher education services at a high-quality level with fewer resources. A number of commentators have expressed concern about the steady process of consolidation in American public higher education. But these systems, in addition to several others not subject to major reorganization in the past decade (such as the University of Wisconsin System, Indiana University, the University of Maine System, the Vermont State Colleges and the Maricopa Community College District in Arizona) are bringing new, fresh meaning to "system." While not uniformly present in each system, the changes involve:

- Balancing decentralization with redefined and more lightly staffed central leadership.
- Developing campuses with distinctive missions and unique cultures is important, but so are the ties of each unit with the larger whole. The system role becomes one more of educational leadership than of bureaucratic control.
- Considering system initiatives to promote resource-sharing and collaboration among campuses.
- Developing systemwide services through use of "lead campuses" rather than expanding the system offices.
- Expanding use of technology for both educational and administrative purposes.

The consolidated governing structures of these systems have the authority and capability to undertake multiyear change strategies using the key policy tools of selecting, evaluating and supporting campus CEOs; budget and resource allocation policies; and policies governing faculty promotion and tenure.

- A number of consolidated or multicampus systems appear to be struggling with the constraints of sheer size and the inertia that comes with the accumulation of policies and procedures over the decades. Despite the bright spots just mentioned, the more common pattern appears to be multicampus systems with these problems:

    - An inwardly driven agenda defined in terms of resource needs and constraints and disconnected from the broader economic and social forces affecting the states in which they are located. Basic questions on the public's mind such as access and affordability are pushed aside as the systems respond to internal demands to maintain quality by reducing workload and increasing student tuition and fees.
    - Failure to reinforce mission differentiation among the system campuses with differentiated policies on faculty promotion and tenure and incentives for undergraduate teaching.
    - A within-system tendency toward "one-size-fits-all" — which inevitably imposed the values of research and disciplinary focus on campuses where undergraduate teaching was the primary mission.
    - Faculty pressures for "shared governance" (e.g., formation of system-level faculty senates and extensive faculty involvement on system board committees). While these changes can be constructive, systems need to guard against faculty

efforts to bypass the campus governance process and inappropriately raise campus issues at the system level. Also, care must be exercised to avoid the values of one campus faculty (e.g., a research university faculty) being imposed on others with different missions. Intractable issues involving systemwide faculty collective bargaining continue to represent significant challenges in a number of systems.

- The lack of clear definition of the roles that a system **can** play in reinforcing campus initiatives on undergraduate education: promoting mission differentiation, providing special financial incentives, convening systemwide faculty development functions, providing technical assistance on assessment and other topics, and advancing the use of technology in both educational and services/administrative arenas.

Because such a large proportion of public enrollment is within multicampus systems (approximately 70%), new thinking about how to increase their flexibility and responsiveness to changing conditions is essential.[37]

Coordination in Transition

As in the case of consolidated systems, coordinating boards appear to be in a period of transition. Several are breaking new ground. For example:

- The Illinois Board of Higher Education's Priorities, Quality and Productivity initiative has moved the board into a more aggressive stance than it has taken in its 33-year history to stimulate change within Illinois colleges and universities. This initiative developed from years of careful work and relationships with institutions on the core coordinating functions of budget review, program review and information systems. In 1992, the board recommended that 190 instructional programs at public universities be considered for elimination, consolidation or reduction. The institutions accepted these recommendations for 83 programs and reviews of an additional 45 were continued. In addition to the actions recommended by the board, the institutions themselves eliminated or reduced almost 150 programs. Overall, over 230 programs were eliminated or reduced.[38]

- The State Council of Higher Education for Virginia (SCHEV) prepared a report for the Governor and 1993 General Assembly, *Change and Improvement in Virginia Higher Education*. The report outlined the fiscal and enrollment challenges facing higher education in the state and made a set of recommendations to meet them. The report's chief recommendations were:

    - Decentralization of authority for operating institutions.
    - Investment in new teaching technologies.
    - Curricular streamlining.

  - Competency-based credentialing.
  - Interdisciplinary approaches to learning.
  - Reconception of faculty roles and rewards.

  What is new about the SCHEV approach for a coordinating board is that it is using direct contacts and conversations with faculty members throughout the state to gain understanding and support of the need for change at the operating level. SCHEV believes that discussing restructuring ideas and broader state issues with faculty will result in creative, collective solutions that reflect the fiscal realities and public policy perspectives.[39]

The examples of Illinois and Virginia are promising contrasts to the uncertain status of coordination in a number of other states.

- Several states experienced contradictory swings either toward stronger direct political control of coordination or toward control by the state's higher education leadership.

  - Three states (Colorado, Maryland and Oregon) have given the governor direct appointing authority for the state higher education executive or have made the state higher education agency more an agency of the executive branch than an independent bridge between the state's political and higher education communities.
  - In Colorado, New Jersey and South Carolina, proposals were advanced to replace the all-lay membership of the state coordinating boards with "representative" bodies made up at least in part by college and university presidents or campus trustees.

  Most states eliminated institutional representation on their coordinating boards by the mid- to late-1960s. Illinois and New Jersey are among the few boards that today have institutional representation (members of governing boards in Illinois and representatives of sectors in New Jersey).

- In a study of the impact of state policy on undergraduate education, the Education Commission of the States (ECS) identified several characteristics of coordinating boards that contrast the examples just given and raise serious concerns about their capacity to stimulate and support a "reinvented" system for the future.[40] In the states studied, the boards were severely limited by:

  - Statutory obligations to carry out often outdated regulations or programs accumulated over the years through actions of successive governors and legislatures.
  - A lack of means — or perhaps even a recognized role — to raise questions for public debate about the long-term consequences of short-term solutions.

- A tendency to emphasize "preventing bad things from happening" rather than deliberately stimulating positive responses.
- A loss of credibility in bridging political and education perspectives — especially on issues such as undergraduate education. Boards were identified too closely either with the higher education community or the political leadership and, therefore, could not credibly assume a brokering role between two different views of public priorities.
- Policies implemented without a clear understanding of how institutional change takes place.
- Policies aimed at specific problems (e.g., minority achievement, faculty workload, student retention and completion, transfer and articulation) implemented separately with little attention to their combined effect on a single institution.
- Limited efforts to achieve policy coherence. Links between strategic planning and budgeting and the agency's substantive agenda related to undergraduate education were rare.
- Policies and procedures of state general government (e.g., civil service requirements, procurement policies, budget and reporting requirements inconsistent with the unique characteristics of colleges and universities) severely hampered the capacity of institutions to respond to new realities.

- Despite these problems, the ECS project found that state boards did not regularly undertake an independent evaluation of their structures and policies. Unstable economic and political conditions seemed to make such efforts too risky. In other cases, the existing board was not in a position to lead or even sponsor such a process.[41]

  The experience of the past 25 years suggests that if a state board is unable to undertake a periodic, largely independent evaluation of its performance leading to appropriate adjustments in its policies and performance, it will not be long before changes are forced by action of the governor or legislature. Sometimes such actions yield positive results, but more systematic self-renewal would certainly be a preferred alternative in most cases.

Changing Federal/State Relations

The State Postsecondary Review Entities (SPRE) required under the new Part H of the Higher Education Act as amended in 1992, present a special challenge for many state coordinating and governing boards. In fact, this provision and broader changes in federal policy may have far greater implications for the role of states than did the changes in the 1970s as outlined earlier. With only a few exceptions, such as the Illinois Board of Higher Education, the principal state coordinating or governing board in a state has been designated as the SPRE. In this role, these boards will be required to gather data from certain institutions "triggered" by the U.S. Secretary of Education because of high loan defaults or other criteria. The board will then have to make a determination, based on analysis of the information and an independent review, whether the institutions should be eligible to continue participating in the federal student assistance programs.

- Those state boards which have declined designation as SPRE argue that the functions and responsibilities would draw the board back to an outdated regulatory approach and away from its policy and educational leadership roles. These boards do not want to function, or be seen as functioning, as federal enforcement agencies. The role could place the board in an adversarial role with institutions at the very time that the board's change strategies require greater collaboration.[42]

- State boards that have accepted this designation (often reluctantly) argue that, if this function must be performed, it is better that it be done by an entity whose responsibility it is to be concerned for the overall quality, performance and accountability of the state's postsecondary education enterprise.

- Other states have welcomed the designation and see it as consistent with their responsibility to monitor and enforce quality and accountability.

Issues related to quality and costs will increasingly be at the core of federal higher education policy. The Clinton administration appears committed to addressing these issues through shared responsibility between the federal government and the states. For these reasons, the issues raised by SPRE are likely to be intensely debated over the next few years.

GUIDELINES FOR STATES CONSIDERING REORGANIZATION

State debates about reorganizing state structures almost invariably begin without adequate consideration of the following points. Reflecting on the past decade, those structural changes that have resulted in long-term benefits usually were framed with these points in mind:

- **Before reorganizing, clarify the state vision, goals and objectives for higher education. Recognize reorganization as a means to an end rather than an end in itself.** Reorganization without a sense of purpose or direction may be more damaging than maintaining the status quo. If reorganization debates are framed by good information about the state's demographic, economic and educational trends, the debate is more likely to focus on the ends to be achieved than on arguments about means, turf and power.

- **Be explicit about the specific problems that were the catalysts for the reorganization proposals.** States become embroiled in reorganization debates with the rationales expressed in lofty terms that are disconnected from the problems that led to the proposals. The list of "perennial issues" earlier in this introduction illustrates common catalysts for reorganization proposals. In some cases, the real issue is that the governor or legislature has lost faith in a specific individual. In other cases, it may be that the state is frustrated with the seeming inability of the legislature to confront major policy dilemmas, and the hope is that through a new governing structure the issues can be faced and the deadlocks broken. Questions to ask are: What specific issues need to be addressed? Is reorganization the only or the best means to do this? What collateral damage will result if reorganization is pursued?

- **Ask if reorganization is the only or the most effective means for addressing the problems that have been identified. Have the costs of reorganization been weighed against the short- and long-term benefits?** It may take five to eight years for a newly organized system to begin to function effectively. Major reorganization is often proposed to achieve efficiencies, but little account is taken of the extraordinary costs stemming from the stalemate in decisionmaking and the extensive consultation and disruption of information networks that can occur in major organizational change. Reorganization is necessary at times and can be an effective way to signal new directions, assert new leadership and provide a framework for new policy initiatives. But other alternatives (e.g., strengthened leadership by boards and executive officers or new financing and accountability measures) should be carefully considered. If is often said that no structure, no matter how well conceived, can compensate for ineffective leadership; conversely, the right people can make even a poorly designed system work.

- **Recognize that a good system takes into consideration both state and societal needs and the needs of colleges and universities, but recognizes that state interests are not necessarily the same as the sum of institutional interests.** States often begin reorganization debates with either of two misconceptions — each of which has an element of truth. One is that the state's needs will be better met if state policy deliberately fosters the autonomy and performance of individual colleges and universities; in other words, the less state involvement the better. Alternatively, others will argue that the sum of institutional needs is not the same as the state's needs. They will argue that institutional needs can only be understood in the context of a public agenda framed in terms of the state's long-range education, social and economic priorities. If each college and university is able to pursue its mission without regard to this broader framework, the result will be unnecessary program duplication. Important statewide concerns such as minority access and achievement or student transfer and articulation between and among institutions will not be addressed. The danger is that debates will be shaped by the assumption that one but not the other of these two perspectives must rule: either institutional autonomy is an absolute good and state involvement must be kept at a minimum, or state priorities must rule and institutional autonomy must be constrained by those priorities. As expressed by Frank Newman,

  > What becomes clear is that the real need is not simply for more autonomy but for a relationship between the university and the state that

> is constructive for both, built up over a long period of time by careful attention on the part of all parties.[43]

An effective state coordinating mechanism is one that addresses the statewide or systemwide issues, while at the same time reinforcing effective institutional leadership and governance. Each college or university president should be an advocate for his or her institution's needs but should also be committed to ensuring that the needs of the state and system are met. The state must have a system strategy (encompassing sufficiently diverse institutions) to meet the state's education, social and economic goals, but also deliberately fosters conditions that create effective institutions with clearly differentiated missions.

- **Distinguish between state coordination and institutional governance.** As these terms are defined earlier in this paper, "coordination" is concerned primarily with the state and system perspective — the framework within which governance takes place. "Governance," on the other hand, relates to the direction (by boards of trustees and presidents) of individual colleges and universities or systems of institutions. This distinction is important because states often try to solve coordination problems with governance alternatives or vice versa.

- **Examine the total policy structure and process, including the roles of the governor and agencies of the executive branch and the legislature, rather than focusing exclusively on the formal higher education structure.** States will often change the higher education structure (e.g., abolish or restructure a state coordinating board) when, in reality, the source of the problem lies elsewhere (e.g., the general state government civil service requirements or the tendency of the state legislature to enact inappropriately detailed mandates).

CONCLUSION

State higher education leadership is the most complex, difficult balancing act in state government. There are no simple answers, no absolutes. While lessons can be drawn from other states, there is no perfect model. Conflicts are the reality. The challenge is to resolve those conflicts as close to the operating level (e.g., at the campus level or through cooperation among campuses) and as close to the real problems as possible. Once issues rise to the level of the governor and legislature, political as opposed to educational values tend to dominate the debate. Finally, what worked at one point, with one set of actors, may not work at another point. Systems designed for an earlier time are unlikely to be adequate for the challenges of the next century. States should periodically evaluate the adequacy of their systems and undertake carefully considered changes when necessary.

Endnotes

1. This overview draws in part on a chapter by Aims C. McGuinness, Jr., "The States and Higher Education," in Philip Altbach and Robert O. Berdahl, eds., *Higher Education in American Society* (New York: Praeger, forthcoming).

2. For discussion of "Autonomy and the Public Interest" and the role of coordination as a "suitably sensitive mechanism" see Robert O. Berdahl, *State Coordination of Higher Education* (Washington, D.C.: American Council on Education, 1971), pp. 3-17; see Frank Newman, *Choosing Quality: Reducing Conflict Between the State and the University* (Denver: Education Commission of the States [ECS], 1987), for an overview of the forces leading to conflict, examples of appropriate and inappropriate state roles, and guidance on ways to build strong, more constructive relationships.

3. This categorization draws upon that used by Clark Kerr and Marian Gade, *The Guardians: Boards of Trustees of American Colleges and Universities: What They Do and How Well They Do It* (Washington, D.C.: Association of Governing Boards of Universities and Colleges [AGB], 1989), pp. 116, 128-129.

4. For a thorough analysis of campus-level boards in multicampus systems, see Edgar Schick, *The Local Board in Public Systems and Multi-campus Universities* (Washington, D.C.: AGB, forthcoming).

5. Kerr and Gade, p. 115.

6. For historical perspectives on statewide coordination see Ernest Boyer, *Control of the Campus* (Princeton: Carnegie Foundation for the Advancement of Teaching, 1982); Berdahl, *State Coordination*; Carnegie Commission on Higher Education, *The Capitol and the Campus: State Responsibility for Postsecondary Education* (New York: McGraw-Hill Book Company, 1971); Carnegie Foundation for the Advancement of Teaching, *States and Higher Education: A Proud Past and a Vital Future* (San Francisco: Jossey-Bass, 1976); ECS, *Challenge: Coordination and Governance in the 1980s* (Denver: ECS, 1980); Lyman A. Glenny, *Autonomy of Public Colleges* (New York: McGraw-Hill Book Company, 1959; Lyman A. Glenny and others, *Coordinating Higher Education for the '70s* (Berkeley: Center for Research and Development in Higher Education, University of California, 1971); John D. Millet, *Conflict in Higher Education: State Government versus Institutional Independence* (San Francisco: Jossey-Bass, 1982).

7. For more recent commentaries on statewide coordination see Patrick M. Callan, *Perspectives on the Current Status and Emerging Issues for State Coordinating Boards*, AGB Occasional Paper (Washington, D.C.: AGB, 1991); Lyman A. Glenny, *State Coordination of Higher Education: The Modern Concept* (Denver: State Higher Education Executive Officers [SHEEO], 1985); James R. Mingle, "Effective

Coordination of Higher Education. What Is It? Why Is It So Difficult To Achieve?" *Issues in Higher Education,* Southern Regional Higher Education Board, Atlanta. No. 23 (1988); and ECS and SHEEO, *New Issues — New Roles: A Conversation with State Higher Education Executive Officers* (Denver: SHEEO, January 1989).

8. See John K. Folger and Robert O. Berdahl, *Patterns of Evaluating State Higher Education Systems: Making a Virtue of Necessity* (College Park, MD: National Center for Postsecondary Governance and Finance, 1987). Also, see as an example of a state policy agenda the Commonwealth of Virginia, Commission on The University of the 21st Century, *The Case for Change* (Richmond: State Council of Higher Education for Virginia, November 1989).

9. See Don A. Carpenter, *Role and Mission Development: A Comparison of Different Approaches*; J. Kent Carruthers, *Mission Maintenance: Tools for Change and the Consultative Process*; and Ellen Earle Chaffee, *System Strategy and Effectiveness* (Denver: SHEEO, 1987).

10. The Priorities, Quality and Productivity (PQP) initiative of the Illinois Board of Higher Education is perhaps the best example of a comprehensive, aggressive coordinating board initiative that links program review with restructuring of institutions to meet the economic realities of the next decade. Illinois Board of Higher Education, "Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1992-93 and Recommendations for 1993-94," November 9, 1993.

11. For further information on basic program review processes see Robert J. Barak and Barbara E. Breier, *Successful Program Review* (San Francisco: Jossey-Bass Publishers, 1990); and Robert J. Barak, *Program Review in Higher Education* (Boulder: National Center for Higher Education Management Systems [NCHEMS], 1982).

12. See Dennis P. Jones, *Higher Education Budgeting at the State Level: Concepts and Principles* (Boulder: NCHEMS, 1984); and John K. Folger and Dennis P. Jones, *The Use of Financing Policy to Achieve State Objectives* (Denver: ECS, 1993).

13. See Peter T. Ewell, *Assessment and the "New Accountability": Challenge for Higher Education's Leadership* (Denver: ECS, 1990); Peter Ewell, *State Policy on Assessment: The Linkage to Learning* (Denver: ECS, 1990); and Peter Ewell, *Developing Statewide Performance Indicators for Higher Education: Policy Themes and Variations* (Denver: ECS, 1994).

14. For different approaches to classification, see Berdahl, *State Coordination*, pp. 18-19; Millet, *Conflict* and Kerr and Gade, *The Guardians*, pp. 117, 128-129.

15. See Millet, *Conflict*, pp. 102-107, for discussion of differences, advantages and disadvantages of different kinds of state boards.

16. Berdahl, *State Coordination*, p. 15.

17. Titles are not always an indication of formal authority. The chief executive officer of the Ohio Board of Regents, a regulatory coordinating board, is "chancellor" even though the position's formal authority is not equivalent that a chancellor of a consolidated governing board such as the Oregon Board of Higher Education.

18. See Aims C. McGuinness, Jr., *Perspectives on the Current Status and Emerging Issues for Public Multi-campus University Systems*, AGB Occasional Paper No. 3 (Washington, D.C.: AGB, 1991) for discussion of origins of systems.

19. Kerr and Gade, pp. 115-118.

20. Kerr and Gade, pp. 118-119.

21. See Marian Gade, *Four Multicampus Systems: Some Policies and Practices That Work* (Washington, D.C.: AGB, 1993); Schick et al., *Shared Visions*; and D. Bruce Johnstone, *Central Administrations of Public Multi-Campus College and University Systems.* Studies in Public Higher Education, No. 1 (Albany: State University of New York, 1992).

22. For perspective from authors in the 1970s and early 1980s, see Boyer, *Control of the Campus*; Carnegie Foundation for the Advancement of Teaching, *The States and Higher Education*; ECS, *Challenge*; Millet, *Conflict.*

23. Aims C. McGuinness, Jr., "Intergovernmental Relations in Postsecondary Education: The Case of the 1202 Commissions," unpublished Ph.D. dissertation, The Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, 1979.

24. ECS and SHEEO, *New Issues — New Roles.*

25. ECS, *Transforming the State Role in Undergraduate Education: Time for a Different View* (Denver: ECS, 1985); National Governors' Association (NGA), *Time for Results: The Governors 1991 Report on Education* (Washington, D.C.: NGA, 1986); and National Institute of Education, *Involvement in Learning: Realizing the Potential of American Higher Education* (Washington, D.C.: U.S. Government Printing Office, 1984).

26. James R. Mingle and Charles S. Lenth, "A New Approach to Accountability and Productivity in Higher Education" (Denver: SHEEO, November 1989), pp. 2-4; Ewell, *Assessment and the "New Accountability."*

27. Peter T. Ewell, *Levers for Change* (Denver: ECS, 1985).

28. See John K. Folger and Aims C. McGuinness, Jr., *Catalog of Changes: Incentives for Quality and Management Flexibility in Higher Education* (Denver: ECS, 1985); Jones, *Higher Education Budgeting at the State Level*; and Folger and Jones, *The Use of Financing Policy to Achieve State Objectives.*

29. Ewell, *Assessment and the "New Accountability."*

30. Ewell, *Developing Statewide Performance Indicators.*

31. Not included in this number are relatively technical changes such as slight changes in membership or board authority that did not alter the basic mission of the agency.

32. Aims C. McGuinness, Jr., *State Higher Education Policy for the 21st Century: A Framework for Evaluating the Adequacy of Current Policies and Structures for Supporting Long-Term Systemic Change* (Denver: ECS, 1994).

33. Clark Kerr, "The States and Higher Education: Changes Ahead," *The Great Transformation in Higher Education, 1960-1980* (Albany: SUNY Press, 1991), pp. 263-267.

34. Alene Bycer Russell, *Faculty Workload: State and System Perspectives* (Denver: SHEEO and ECS, 1992).

35. Ewell, *Developing Statewide Performance Indicators for Higher Education.*

36. Elliott, Roger W. and Mark Bateman, "An Attempt to Implement Performance-Based Funding in Texas Higher Education: A Case Study," *Focus on the Budget — Rethinking Current Practice* (Denver: SHEEO and ECS, 1984).

37. See Babak Armajani, Richard Heydinger and Peter Hutchinson, *A Model for the Reinvented Higher Education System* (Denver: SHEEO and ECS, 1994); Aims C. McGuinness, Jr., *Perspectives on the Current Status and Emerging Policy Issues for Multi-campus University Systems.*

38. Illinois Board of Higher Education, "Priorities, Quality, and Productivity," November 9, 1993.

39. SHEEO, *Redesign: Higher Education Delivery Systems for the Twenty-First Century*, Vol. 1, No. 1 (April 1994), pp. 2-3.

40. The State Policy and College Learning (SPCL) project, funded largely by The Pew Charitable Trusts, examined the impact of state policy on undergraduate education. For an overview of the project and its findings, see the project report available from ECS in July 1994.

41. See Folger and Berdahl, *Patterns in Evaluating State Higher Education Systems*, for an excellent overview of evaluation issues and approaches.

42. Gordon K. Davies, "Muddled Priorities on Loan Defaults," *Chronicle of Higher Education* (May 11, 1994), p. A52.

43. Frank Newman, *Choosing Quality: Reducing Conflict Between the State and the University* (Denver: ECS, 1987), p. xiii.

PART I

Tabular Data on State Boards and Agencies

SECTION A.

Structure of Statewide Coordinating/Governing Boards

A. Structure of Statewide Coordinating/Governing Boards

State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency			Establishment and Changes			Legal Bases			Agency is a Cabinet Department *Yes/No*	Executive Officer					
		Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Constitutional			Elected	Appointed	Appointed by		Serves at Pleasure of	
									Powers Delineated	Legislature Authorized to Delineate Powers				Board	Governor	Board	Governor
ALABAMA																	
Commission on Higher Education	NO	X			'69	NO	YES '79	X			NO		X	X		X	
ALASKA																	
University of Alaska	NO		X		'17	NO	1987		X		NO		X	X		X	
Commission on Postsecondary Education	NO	X			'74	NO	NO	X			NO		X	X		X	
ARIZONA																	
Board of Regents[1]	NO		X		'45	YES	YES '66 '71			X	NO		X	X		X	
ARKANSAS																	
Dept of Higher Education	NO	X			'71	YES	YES '81 '89 '91	X			YES		X	X[2]			X
CALIFORNIA																	
Postsecondary Education Commission	NO	X			'74	YES	YES '79	X			NO		X	X		X	

A. Structure of Statewide Coordinating/Governing Boards

State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency			Establishment and Changes			Legal Bases			Agency is a Cabinet Department *Yes/No*	Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
		Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers		Elected	Appointed	Board	Governor	Board	Governor
COLORADO																	
Commission on Higher Education	NO	X			'65	NO	YES '70 '76 '77 '78 '79 '81 '85 '93	X			YES		X		X		X
CONNECTICUT																	
Board of Governors for Higher Education	NO	X			'83	YES	YES	X			NO		X	X		X	
DELAWARE																	
Higher Education Commission	NO		(3)		'74	YES	YES '77 '91				NO		X	X		X	
FLORIDA																	
State Board of Education(4)	NO		X	X	1885	NO	YES '68			X	YES	X					
Postsecondary Education Planning Commission(4)	NO	X			'80	NO	NO	X					X	X		X	
GEORGIA																	
Board of Regents, University System of Georgia	NO		X		'31	NO	YES '43		X		NO		X	X		X	

A. Structure of Statewide Coordinating/Governing Boards

State and Agency		Type of Agency			Establishment and Changes			Legal Bases				Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
	Office of Secretary of Education *Yes/No*	Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers	Agency is a Cabinet Department *Yes/No*	Elected	Appointed	Board	Governor	Board	Governor
HAWAII Board of Regents, University of Hawaii	NO		X		'07	NO	YES '72 '73			X	NO		X	X		X	
IDAHO State Board of Education	NO		X	X	1890	NO	YES '74		(4)	X	NO		X	X		X	
ILLINOIS Board of Higher Education	NO	X			'61	NO	YES '65 '67 '73 '78 '79 '82 '83 '84 '85 '86 '87 '88 '89 '92 '93	X			NO		X	X		X	
INDIANA Commission for Higher Education	NO	X			'71	NO	YES '75	X			NO		X	X		X	
IOWA State Board of Regents	NO		X		'09	YES	NO	X			NO		X	X		X	

A. Structure of Statewide Coordinating/Governing Boards

State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency: Coordinating for Some or All Postsecondary	Type of Agency: Governing for Some or All Public Postsecondary	Type of Agency: Single Board for All Public Education	Establishment and Changes: Year Established	Establishment and Changes: Replaced Another Agency *Yes/No*	Establishment and Changes: Structure and/or Responsibility Amended *Yes/No* (Year)	Legal Bases: Statutory	Legal Bases: Constitutional: Powers Delineated	Legal Bases: Constitutional: Legislature Authorized to Delineate Powers	Agency is a Cabinet Department *Yes/No*	Executive Officer: Elected	Executive Officer: Appointed	Executive Officer: Appointed by: Board	Executive Officer: Appointed by: Governor	Executive Officer: Serves at Pleasure of: Board	Executive Officer: Serves at Pleasure of: Governor
KANSAS State Board of Regents	NO		X		'25	NO	YES '66 '70 '75 '76 '78			X	NO		X	X		X	
KENTUCKY Council on Higher Education	NO	X			'34	NO	YES '66 '72 '78 '82 '92 '94	X			NO		X	X		X	
LOUISIANA Board of Regents	NO	X			'74	YES	NO		X		NO		X	X		X	
MAINE Board of Trustees, University of Maine System	NO		X		'68	NO	NO	X			NO		X	X		X	
MARYLAND Higher Education Commission	YES**	X			'88	YES	YES '88 '91	X			YES		X		X	X	

A. Structure of Statewide Coordinating/Governing Boards

State and Agency		Type of Agency			Establishment and Changes			Legal Bases				Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
	Office of Secretary of Education *Yes/No*	Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers	Agency is a Cabinet Department *Yes/No*	Elected	Appointed	Board	Governor	Board	Governor
MASSACHUSETTS Higher Education Coordinating Council	YES	X	X		'91	YES	YES '91	X			NO		X	X		X	
MICHIGAN State Board of Education	NO	X		X	'63	YES	NO		X		NO		X	X		X	
MINNESOTA Higher Education Coordinating Board	NO	X	NO	NO	'65	NO	YES '67 '69 '71 '73 '74 '75 '76 '77 '81 '83 '85 '87 '88 '90 '91	X			NO		X	X		X	

A. Structure of Statewide Coordinating/Governing Boards

State and Agency		Type of Agency			Establishment and Changes			Legal Bases				Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
	Office of Secretary of Education *Yes/No*	Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers	Agency is a Cabinet Department *Yes/No*	Elected	Appointed	Board	Governor	Board	Governor
MISSISSIPPI Board of Trustees(7), Institutions of Higher Learning	NO		X		'10	NO	YES '44		X		NO		X	X		X	
MISSOURI Dept. of Higher Education	NO	X			'74	YES	NO			X	YES		X	X		X	
MONTANA Board of Regents of Higher Education	NO		X		'73	YES	YES '73		X	X(8)	NO		X	X		X	
NEBRASKA Coordinating Commission for Postsecondary Education	NO	X			'92	YES	YES '77 '84 '91		X		NO		X	X		X	
NEVADA Board of Regents, University and Community College System of Nevada	NO		X		1864	NO	YES '93		X		NO		X	X		X	

A. Structure of Statewide Coordinating/Governing Boards

State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency			Establishment and Changes			Legal Bases			Agency is a Cabinet Department *Yes/No*	Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
		Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers		Elected	Appointed	Board	Governor	Board	Governor
NEW HAMPSHIRE Postsecondary Education Commission	NO	(9)			'73	YES	YES '81	X			NO		X	X		X	
NEW JERSEY Board of Higher Education	NO	X			'66	YES(10)	YES '81 '86	X			YES		X	X			
NEW MEXICO Commission on Higher Education	NO	X			'51	NO	YES '67 '73 '75 '77 '85 '87 '88 '94	X			NO		X	X		X	
NEW YORK Board of Regents, University of the State of New York	NO	X		X	(11)	NO	YES '74			X	YES		X	X		X	

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A. Structure of Statewide Coordinating/Governing Boards

State and Agency		Type of Agency			Establishment and Changes			Legal Bases				Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
	Office of Secretary of Education *Yes/No*	Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers	Agency is a Cabinet Department *Yes/No*	Elected	Appointed	Board	Governor	Board	Governor
NORTH CAROLINA Board of Governors [12], University of North Carolina	NO	X	X		'72	YES	YES '86			X	NO		X	X		X	
NORTH DAKOTA North Dakota University System	NO		X		'39[13]		YES '90[13]		X		NO		X	X		X	
OHIO Board of Regents	NO	X			'63	NO	NO	X			NO		X	X		X	
OKLAHOMA State Regents for Higher Education	NO	X			'41	YES	NO		X	X	NO		X	X		X	
OREGON Office of Educational Policy and Planning	NO	X[14]			'87	YES[15]	YES	X			NO		X		X		X

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State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency			Establishment and Changes			Legal Bases			Agency is a Cabinet Department *Yes/No*	Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
		Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers		Elected	Appointed	Board	Governor	Board	Governor
PENNSYLVANIA																	
State Dept. of Education(16)	YES	X			1837	NO	YES '82	X	X	X	YES		X		X		X
State Board of Education(16)		X		X	'29	NO	YES '72 '84	X	X	X	NO		X		X		X
Board of Governors, State System of Higher Education(16)			X		'82	YES	NO	X			NO		X	X		X	
RHODE ISLAND																	
Board of Governors for Higher Education(17)	NO		X		'81	YES	'87 '93	X			NO		X	X		X	
SOUTH CAROLINA																	
Commission on Higher Education	NO	X			'67	YES	YES '72 '73 '74 '78 '88	X			NO		X	X		X	

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A. Structure of Statewide Coordinating/Governing Boards

State and Agency		Type of Agency			Establishment and Changes			Legal Bases				Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
	Office of Secretary of Education *Yes/No*	Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers	Agency is a Cabinet Department *Yes/No*	Elected	Appointed	Board	Governor	Board	Governor
SOUTH DAKOTA Board of Regents	NO		X		1889	NO	YES 1895 '44		X	X	NO		X	X		X	
TENNESSEE Higher Education Commission	NO	X			'67	NO	YES '73 '74 '75 '76 '77 '78 '82 '84 '89 '92 '93	X			NO		X	X		X	
TEXAS Texas Higher Education Coordinating Board	NO	X			'65	NO	YES '69 '71 '73 '75 '77 '83 '85 '87 '89 '91 '93	X			NO		X	X		X	

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State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency			Establishment and Changes			Legal Bases			Agency is a Cabinet Department *Yes/No*	Executive Officer					
									Constitutional					Appointed by		Serves at Pleasure of	
		Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Powers Delineated	Legislature Authorized to Delineate Powers		Elected	Appointed	Board	Governor	Board	Governor
UTAH																	
State Board of Regents	NO		X		'69	YES	YES '74 '81 '91	X			NO		X	X		X	
VERMONT																	
University of Vermont	NO		X			NO	NO	X			NO		X	X		X	
Vermont State Colleges	NO		X			NO	NO	X			NO		X	X		X	
VIRGINIA																	
State Council of Higher Education	YES	X			'56	NO	YES '70 '74 '77 '80 '89 '91 '93	X			NO		X	X		X	
WASHINGTON																	
Higher Education Coordinating Board	NO	X			'85	YES	YES '72 '75 '85	X			NO		X	X		X	

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A. Structure of Statewide Coordinating/Governing Boards

State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency			Establishment and Changes			Legal Bases			Agency is a Cabinet Department *Yes/No*	Executive Officer					
		Coordinating for Some or All Postsecondary	Governing for Some or All Public Postsecondary	Single Board for All Public Education	Year Established	Replaced Another Agency *Yes/No*	Structure and/or Responsibility Amended *Yes/No* (Year)	Statutory	Constitutional			Elected	Appointed	Appointed by		Serves at Pleasure of	
									Powers Delineated	Legislature Authorized to Delineate Powers				Board	Governor	Board	Governor
WEST VIRGINIA																	
Board of Trustees, University System of West Virginia	YES		X		'89	YES	YES '76 '81 '89	X			NO		X	X		X	
Board of Directors of the State College System	YES		X		'89	YES	YES '76 '81 '89	X			NO		X	X		X	
WISCONSIN																	
Board of Regents, University of Wisconsin System	NO		X		'71	YES	YES '73 '74	X			NO		X	X		X	
WYOMING																	
Postsecondary Education Coordinating Council(8)	NO				'91	NO				X			X				

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A. Structure of Statewide Coordinating/Governing Boards

State and Agency	Office of Secretary of Education *Yes/No*	Type of Agency: Coordinating for Some or All Postsecondary	Type of Agency: Governing for Some or All Public Post-secondary	Type of Agency: Single Board for All Public Education	Establishment and Changes: Year Established	Establishment and Changes: Replaced Another Agency *Yes/No*	Establishment and Changes: Structure and/or Responsibility Amended *Yes/No* (Year)	Legal Bases: Statutory	Legal Bases: Constitutional: Powers Delineated	Legal Bases: Constitutional: Legislature Authorized to Delineate Powers	Agency is a Cabinet Department *Yes/No*	Executive Officer: Elected	Executive Officer: Appointed	Executive Officer: Appointed by: Board	Executive Officer: Appointed by: Governor	Executive Officer: Serves at Pleasure of: Board	Executive Officer: Serves at Pleasure of: Governor
DISTRICT OF COLUMBIA																	
Board of Trustees(19), University of the District of Columbia	NO		X		'76	NO	NO	X			NO		X	X		X	
Board of Governors of the District of Columbia School of Law(20)			X		'93	YES	YES '93	X			NO		X	X		X	
Subcommittee on Postsecondary Education, DC Advisory Committee on Education		X			'85	YES	NO	X			NO		X		X		X
PUERTO RICO																	
Board of Governors	NO		X		'93	YES	YES '93	X			NO		X	X		X	
Council on Higher Education	YES	X	X(21)		'42	YES	YES '66 '76 '93	X			NO		X	X		X	

Endnotes

Table A

(1) Arizona State Board of Directors for Community Colleges is the statutory coordinating board for ten public-supported community college districts.

(2) Confirmed by governor.

(3) Delaware does not have a constitutional or statutory statewide coordinating or governing board. The commission was established by executive order. It is responsible for planning and for administration of student assistance programs.

(4) State Board of Education, consisting of the cabinet, is the chief policymaking and coordinating body for public education in Florida and exercises general supervision over the divisions of the Department of Education; the Postsecondary Education Planning Commission is a statutory advisory body to the State Board on all postsecondary matters (see narrative profile); the Regents, under the board, govern the ten state senior institutions; the State Board of Community Colleges, also under the State Board, is responsible for developing rules and policies for the operations of the State Community College System.

(5) Partially delineated.

(6) Secretary of Higher Education.

(7) Mississippi Board of Trustees of Institutions of Higher Learning is responsible only for senior institutions. State Board of Community and Junior Colleges is the statutory regulatory and coordinating agency for the state's public junior colleges.

(8) Legislature may assign additional responsibilities in some instances.

(9) New Hampshire Postsecondary Education Commission is primarily a planning agency and administers state student aid programs. The Board of Trustees of the University of New Hampshire System and the State Board of Vocational-Technical Education are the two statewide governing boards in the state.

(10) The Department of Higher Education (the administrative arm of the Board of Higher Education) assumed functions formerly vested in the State Department of Education. The board's powers and responsibilities have been modified by autonomy legislation (for the University of Medicine and Dentistry of New Jersey, in 1981, and to a greater extent, for the state colleges, in 1986).

(11) 1784 by statute; 1938 by constitution.

(12) Board of Governors, University of North Carolina, is responsible only for senior institutions. The State Board of Community Colleges is responsible for community colleges and technical institutions.

(13) Assumed control of institutions of higher education formerly under Board of Administration.

(14) **North Dakota University System created whereby the institutions are accountable directly to the Chancellor rather than to the board.**

(15) State-level policy office for all elementary-secondary and postsecondary education; Office of Educational Policy and Planning replaced the Educational Coordinating Commission in 1987. Senior institutions are governed by the statewide Board of Higher Education and the State Board of Education has supervising and regulatory authority for community colleges.

(16) The State Board of Education is the regulatory and policymaking board for basic and higher education. The State System of Higher Education is independent of the Department of Education, but is subject to the regulatory powers of the State Board of Education.

(17) Replaced the Board of Regents for Education, a single board for all of public education established in 1969. The former board was restructured into several agencies.

(18) In 1991 the Wyoming legislature established the Postsecondary Education Coordinating Council to make recommendations regarding the state's seven community (two-year) colleges and one four-year institution.

(19) The Office of Postsecondary Education, Research and Assistance in the Department of Human Services carries out postsecondary functions for the District of Columbia administration.

(20) Permanent Board established in 1993.

(21) The Puerto Rico Council on Higher Education was the governing board for the 11 campuses of the University of Puerto Rico, the only public university system. It also acted as the coordinating agency for all of higher education including state licensure and accreditation for private institutions. The council is also responsible for planning and administration of state student aid programs. Its functions were divided between two new organizations, a new Council on Higher Education and a Board of Governors for the University of Puerto Rico system. Presently, this separation of functions is subject to judicial review (on appeal) by the State Supreme Court on grounds of unconstitutionality.

SECTION B.

Agency Responsibility

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
ALABAMA Commission on Higher Education	S	S	S			S			S	S	S	S			S	S	S
ALASKA University of Alaska	S	S	S			S			S	S	S			S	S	S	S
Commission on Postsecondary Education	S	S	S	S	S			S		S	S		S			S	S
ARIZONA Board of Regents	S					S		S	S	S				S	S	S	
ARKANSAS Dept. of Higher Education	S	S		P	P	S		S	S	S	S			S	S	S	S
CALIFORNIA Postsecondary Education Commission	S P	S P	S P	S P	S P	S P		S P		S P	S P		S P			S P	S P
COLORADO Commission on Higher Education	S	S	S		S				S	S	S			S	S	S	S
CONNECTICUT Board of Governors for Higher Education	S P	S P	S P	S(1) P	S(1) P	S		S	S	S	S			S	S	S	S

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B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
DELAWARE Higher Education Commission	P	P	P	P	P	P	P					P				P	P
FLORIDA State Board of Education						S		S	S	S	S						
Postsecondary Education Planning Commission	S	S	S	S	S		S			S	S						
GEORGIA Board of Regents, University System of Georgia	S	S				S			S	S	S			S	S	S	S
HAWAII Board of Regents, University of Hawaii	S P	S P	S P			S			S	S	S			S	S	S	S
IDAHO State Board of Education	S	S	S	P	P	P		S P	S	S	P			S P	S P	S	P
ILLINOIS Board of Higher Education	S P	S P	P	S P	P	S		S	S	S	S			S	S	S	S

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
INDIANA Commission for Higher Education	S	S	S	S		S		S	S	S	S	S			S	S	S
IOWA State Board of Regents	S					S			S	S				S	S	S	
KANSAS State Board of Regents	S					S		S	S	S		S	S	S	S	S	
KENTUCKY Council on Higher Education	S P	S P	P(3)	P		S		S	S	S	S			S	S	S	S
LOUISIANA Board of Regents	S	S		S(4)	S(4)	S			S	S	S			S	S	S	S
MAINE Board of Trustees, University of Maine System	S	S				S(5) P			S(5) P	S P	S P			S(5) P	S(5) P	S P	S P
MARYLAND Higher Education Commission	S	S	S	S	S	P		S	S	S	S	S	S(6)		S	S	S

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/ Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
MASSACHUSETTS Higher Education Coordinating Council	S	S		S		S P(7)		S	S P	S P	S P	S P	S P	S P	S P	S P	S P
MICHIGAN State Board of Education	S P	S P	S P	P	S(4) P			P		P	P			(8)			
MINNESOTA Higher Education Coordinating Board	S	S	S	S	S									S	S	S	S
MISSISSIPPI Board of Trustees, Institutions of Higher Learning	S					S			S	S				S	S	S	
MISSOURI Dept. of Higher Education	S	S		S	S	S		S	S	S	S	S			S	S	S
MONTANA Board of Regents of Higher Education	S	S	S			S		S	S	S	S			S	S	S	S

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
NEBRASKA Coordinating Commission for Postsecondary Education	S	S	S	S	S	S		S		S	S			S	S	S	S
NEVADA Board of Regents, University and Community College System of Nevada	S P	S P	S P			S			S	S	S	P		S	S	S	S
NEW HAMPSHIRE Postsecondary Education Commission	S	S	S	S	S									S(9)	S(9)		
NEW JERSEY Board of Higher Education	S	S		S	(10)			S	S	S	S	(10)			S	S	S
NEW MEXICO Commission on Higher Education	S	S	S	S	S(11)	S		S		S	S	S(12)			S(13)	S(13)	S(13)

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/ Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
NEW YORK Board of Regents, University of the State of New York	S	S	S	S	S									S	S	S(14)	S(14)
NORTH CAROLINA Board of Governors, University of North Carolina	S	S	S	S	(4)				S	S				S	S	S	
NORTH DAKOTA North Dakota University System	S P	S P	S P			S P		P	S P	S P	S P			S P	S P	S P	S P
OHIO Board of Regents	S	S	S	S	P	S	S		S	S	S	S		S(15)	S	S	S
OKLAHOMA State Regents for Higher Education(16)	S	S	S	S	S	S			S	S	S			S	S	S	S
OREGON Office of Educational Policy and Planning	S	S	S	S	S			S		S	S	S	S		S(17)	S	S

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
PENNSYLVANIA																	
State Dept of Education	P	P	P	P	P	S		S	S	S	S	P	P	S(18)	S	S P	P
State Board of Education	S	S	S	S	S	S		S	S	S	S	S	S			S	S
Board of Governors, State System of Higher Education	S					S		S	S	S				S	S	S	
RHODE ISLAND																	
Board of Governors for Higher Education	S	S			S	S			S	S	S	S			S P	S P	S P
SOUTH CAROLINA																	
Commission on Higher Education	S	S	S	S	S	S		S	S	S	S			S	S	S	S
SOUTH DAKOTA																	
Board of Regents	S(19) P					S		S	S	S	(19)			S	S	S	(19)
TENNESSEE																	
Higher Education Commission	S P	S P	S P	P	S	S P		S P	S P	S P	S P				S	S	S

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B. Agency Responsibility

State	**Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)**					**Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)**						**Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)**					
										If Yes, for		**Program Review and Recommendation Only**		**Program Approval**		**Applies to**	
	Public Senior	**Public Two-Year**	**Public Voc/ Tech**	**Private**	**Proprietary**	**Reviews Individual Institution Budgets**	**Reviews Only**	**Reviews and Recommends**	**Recommends Consolidated Budget**	**Public Senior**	**Public Two-Year**	**Existing**	**New**	**Existing**	**New**	**Public Senior**	**Public Two-Year**
TEXAS Texas Higher Education Coordinating Board	S P	S P	S P		(20)	S(21)				S	S			P	P	P	P
UTAH State Board of Regents	S	S	S	S	S	S			S	S	S			S	S	S	S
VERMONT University of Vermont	S					S			S	S				S	S	S	
Vermont State Colleges	S	S				S			S	S	S			S	S	S	S
VIRGINIA State Council of Higher Education	S	S				S		S		S	S	S		S	S	S	S
WASHINGTON Higher Education Coordinating Board	S	S	S	S	S	S		S		S	S	S			S	S	

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/ Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
WEST VIRGINIA																	
Board of Trustees, University System of West Virginia	S	S(22)		S		S		S	S	S	S			S	S	S	S
Board of Directors of the State College System	S	S		S	S	S		S	S	S	S			S	S	S	S
WISCONSIN																	
Board of Regents, University of Wisconsin System	S	S(23)				S			S	S	S(23)			S	S	S	S(23)
WYOMING																	
Postsecondary Education Coordinating Council																	

B. Agency Responsibility

State	Agency Has Responsibility for Planning/Coordination Statutory (S) as Policy (P)					Agency Has Responsibility for Budget Review and Recommendations Statutory (S) as Policy (P)						Agency has Responsibility for Program Review and Approval Statutory (S) as Policy (P)					
										If Yes, for		Program Review and Recommendation Only		Program Approval		Applies to	
	Public Senior	Public Two-Year	Public Voc/Tech	Private	Proprietary	Reviews Individual Institution Budgets	Reviews Only	Reviews and Recommends	Recommends Consolidated Budget	Public Senior	Public Two-Year	Existing	New	Existing	New	Public Senior	Public Two-Year
DISTRICT OF COLUMBIA																	
Board of Trustees [24], University of the District of Columbia	S					S			S	S	S	S	S	S	S	S	S
Board of Governors of the District of Columbia School of Law[25]	S					S		S	S	S			S[26]		S[26]	S	
Office of Postsecondary Education, Research and Assistance	S			S	S												
PUERTO RICO																	
Board of Governors	S	S				S			S	S	S	S	S	S	S	S	S
Council on Higher Education	S	S		S[4]	S							S	S	S[5]	S	S	S

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Endnotes

Table B

(1) In the master plan, plans of private colleges are taken into account.

(2) As part of its statutory responsibility, the Postsecondary Education Planning Commission has recommended to the State Board of Education rules concerning the planning and coordination of postsecondary educational programs. These rules have been adopted to assure that:

(a) Program reviews are conducted statewide.

(b) Every major program in public postsecondary education is reviewed every five years.

(c) Budget requests reflect program review results.

(d) Program decisions lead to the distinctive roles established for public universities and community colleges.

In addition, the commission is responsible for advising the State Board of Education regarding the need for and location of new programs, institutions, campuses and instructional centers of public postsecondary education.

(3) Vocational-technical education in postsecondary institutions is coordinated in cooperation with the State Board for Adult and Technical Education.

(4) Licensure authority over all degree-granting institutions not otherwise exempt under law.

(5) This responsibility is inherent in the statute, but not so stated.

(6) Recommendation for independent institutions.

(7) With the exception of the University of Massachusetts, where the recommendation is for the five-campus system as a whole.

(8) The board has approval authority only for teacher certification programs at all public and private institutions and for community college occupational programs funded by federal Perkins Act.

(9) Private institutions only.

(10) The Board of Higher Education has exclusive jurisdiction over the higher education system in the state; degree-granting proprietary institutions are therefore subject to that authority. The board has delegated to institutions its authority to review existing degree programs.

(11) Commission on Higher Education registers all in-state and out-of-state schools.

(12) Commission on Higher Education conducts program review of flagged baccalaureate and graduate programs on a five-year cycle.

(13) New graduate programs and associate degree programs at three technical institutes only, although the 1973 statute gives the board this responsibility for all postsecondary education.

(14) Also applies to independent and proprietary degree-granting institutions.

(15) Doctoral programs.

(16) The State Regents for Higher Education have power to make budget allocations to each institution from the general lump sum higher education appropriation. This is a constitutional authority. The Regents also have constitutional authority to approve existing and new programs for public senior and two-year institutions.

(17) Only if the new program is anticipated to have an adverse intersegmental impact.

(18) Teacher education programs only.

(19) No public junior colleges in the state.

(20) Proprietary schools in Texas are required by statute to obtain coordinating board approval for their Associate of Applied Arts or Associate of Applied Science degrees.

(21) Devises and designates formulas for use by governor and legislative budget board in making appropriate recommendations.

(22) The State College System has statutory authority for governing community colleges. However, the University System includes two regional two-year campuses.

(23) Two-year university centers.

(24) University of the District of Columbia only.

(25) District of Columbia School of Law only.

(26) Responsibility for changes in graduation requirements only; review and approval not required for new electives.

SECTION C.

State Basic Legal Structures

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
ALABAMA											
Central (State-Level) Agencies											
Commission on Higher Education	X						119	46	61	1	11
Institutional Governing Boards											
Board of Trustees, University of Alabama (multicampus)			X	0	3	0					
Board of Trustees, Auburn University (multicampus)			X	0	2	0					
Board of Trustees, University of North Alabama	X			0	1	0					
Board of Trustees, Jacksonville State University	X			0	1	0					
Board of Trustees, Livingston University	X			0	1	0					
Board of Trustees, Troy State University	X			0	3	0					
Board of Trustees, University of Montevallo	X			0	1	0					
Board of Trustees, University of South Alabama	X			0	1	0					
State Board of Education (multicampus)	X			32	1	0					
Board of Trustees, Alabama A&M University	X			0	1	0					
Board of Trustees, Alabama State University	X			0	1	0					

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C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
ALASKA											
Central (State-Level) Agencies											
Commission on Postsecondary Education	X						52	7	45		7
Institutional Governing Boards											
Board of Regents, University of Alaska (multicampus)			X	10(1)	3	0	10(2)	8	2		
ARIZONA											
Central (State-Level) Agencies											
Board of Regents			X	0	3	0	31	24	7	0	0
State Board of Directors for Community Colleges	X			18	0	0	18	9	9	0	0
Commission for Postsecondary Education	X						6	4	2	0	0

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
ARKANSAS											
Central (State-Level) Agencies											
Department of Higher Education	X						50	34	15	2	
Institutional Governing Boards											
Board of Trustees, University of Arkansas (multicampus)		X		0	5	0					
Board of Trustees, Arkansas State University (multicampus)		X		1	1	0					
Board of Trustees, Arkansas Tech University		X		0	1	0					
Board of Trustees, University of Central Arkansas		X		0	1	0					
Board of Trustees, Henderson State University		X		0	1	0					
Board of Trustees, Southern Arkansas University (multicampus)		X		1	1	0					
Local Governing Boards for Public Community Colleges											
East Arkansas	X			1	0	0					
Garland County	X			1	0	0					
Phillips County	X			1	0	0					
North Arkansas Community/Technical College	X			1	0	0					
Westark	X			1	0	0					
Mississippi County	X			1	0	0					
Rich Mountain	X			1	0	0					
Northwest Arkansas	X			1	0	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
ARKANSAS, *continued*											
Local Governing Boards for Public Community Colleges, *continued*											
South Arkansas	X			1							
Black River Technical College	X			1							
Cossatot Technical College	X			1							
Gateway Technical College	X			1							
Mid-South Community College	X			1							
Mountain Home Technical College	X			1							
Ouachita Technical College	X			1							
Ozarka Technical College	X			1							
Petit Jean Technical College	X			1							
Pines Technical College	X			1							
Pulaski Technical College	X			1							
Red River Technical College	X			1							

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
CALIFORNIA											
Central (State-Level) Agencies											
Postsecondary Education Commission	X						38	19	17	1	1
Institutional Governing Boards (multicampus)											
Board of Regents, University of California		X		0	9	0	470				
Board of Trustees, California State University	X			0	19	0	293				
Board of Governors, California Community Colleges (supervisory)	X			107	0	0	170				
Council for Private Postsecondary and Vocational Education	X			0	0	1600	59				
COLORADO											
Central (State-Level) Agencies											
Commission on Higher Education	X						29	20	9		
Institutional Governing Boards											
State Board of Agriculture (multicampus)	X			0	3	0	20	15	5		
Board of Regents, University of Colorado (multicampus)		X		0	4	0	16	9	7		
Board of Trustees, Colorado School of Mines	X			0	1	0					
Trustees of the State Colleges (multicampus)	X			0	4	0	12	7	5		
Board of Trustees, University of Northern Colorado	X			0	1	0					
State Board for Community Colleges and Occupational Education (multicampus, community college division only)	X			11	0	0	32	18	14		

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C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
CONNECTICUT											
Central (State-Level) Agencies											
Board of Governors for Higher Education	X					62(3)	42	31	8	3	0
Institutional Governing Boards (multicampus)											
Board for State Academic Awards(4)	X						25	16	3	6	0
Board of Trustees, University of Connecticut	X			4(5)	3(5)	0	N/A	N/A	N/A	N/A	N/A
Board of Trustees, Community and Technical Colleges	X			12	0	0	65	40	16	5	4
Board of Trustees, Connecticut State University (multicampus)	X			0	4	0	44	37	7	0	0
DELAWARE											
Central (State-Level) Agencies											
Higher Education Commission							8	5	2		1
Institutional Governing Boards											
Board of Trustees, University of Delaware	X			0	1	0					
Board of Trustees, Delaware State University	X			0	1	0					
Board of Trustees, Delaware Technical and Community Colleges (multicampus)	X			1	0	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
FLORIDA											
Central (State-Level) Agencies											
State Board of Education			X	28	10	0					
Board of Regents, State University System	X			0	10	0	183	103	78		2
State Board of Community Colleges	X			28	0	0	47	35	12		
Postsecondary Education Planning Commission	X						10	5	4	2	
GEORGIA											
Central (State-Level) Agencies											
Board of Regents, University System of Georgia		X		15	19	0	78	51	27		
State Board of Technical and Adult Education	X					32	79	59	20		
HAWAII											
Central (State-Level) Agencies											
Board of Regents, University of Hawaii											
(a) University Administration			X	7	3	0(6)	387(7)	222	160		
(b) Postsecondary Commission							1	1			
(c) Vocational Education Director							12	8	4		
IDAHO											
Central (State-Level) Agencies											
State Board of Education and Board of Regents, University of Idaho		X (partially)	X	2	4	6	10	5	6	2	0.25

C. State Basic Legal Structures

Name of Agency or Board	**Legal Bases**			**Number of Institutions Governed**			**Staffing**				
		Constitutional									
	Statutory	**Powers Delineated**	**Legislature Authorized to Establish Powers**	**Public Two-Year Colleges**	**Public Senior Colleges**	**Vocational Institutes**	**Total**	**Full-time Professional**	**Full-time Supporting**	**Part-time Professional**	**Part-time Supporting**
ILLINOIS											
Central (State-Level) Agencies											
Board of Higher Education	X						34	26	8		
Community College Board(8)	X			49			36	25	9	1	2
Institutional Governing Boards (multicampus)											
Board of Governors, Universities	X			0	5	0	28	17	10	1	
Board of Regents, Regency Universities	X			0	3	0	21	15	6		
Board of Trustees, Southern Illinois University	X			0	2	0	37	18	9	2	8
Board of Trustees, University of Illinois	X			0	2	0	(9)				
INDIANA											
Central (State-Level) Agencies											
Commission for Higher Education	X						15	10	5		
Institutional Governing Boards											
Board of Trustees, Ball State University	X			0	1	0					
Board of Trustees, Indiana State University	X			0	1	0					
Board of Trustees, Indiana Vocational Technical College (multicampus)	X			0	0	13					
Trustees of Indiana University (multicampus)	X			0	8	0					
Trustees of Purdue University (multicampus)	X			0	4	0					
Board of Trustees, Vincennes University	X			1	0	0					
Trustees of University of Southern Indiana	X			0	1	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
IOWA											
Central (State-Level) Agencies											
State Board of Regents	X			0	3	0	18	9	7	1	1
State Board of Education (supervisory)	X			15	0		269(10)	159	108		2
KANSAS											
Central (State-Level) Agencies											
State Board of Regents		X			6	0	18	11	7		
State Board of Education (supervisory)		X		19	0	0	2.5(11)	2	0.5		
Legislative Educational Planning Committee	X(12)										
KENTUCKY											
Central (State-Level) Agencies											
Council on Higher Education	X						41	29	12		
Institutional Governing Boards											
Board of Trustees, University of Kentucky (multicampus)	X			14	1						
Board of Trustees, University of Louisville	X			0	1	0					
Board of Regents, Eastern Kentucky University	X			0	1	0					
Board of Regents, Kentucky State University	X			0	1	0					
Board of Regents, Morehead State University	X			0	1	0					
Board of Regents, Murray State University	X			0	1	0					
Board of Regents, Northern Kentucky University	X			0	1	0					
Board of Regents, Western Kentucky University	X			0	1	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
LOUISIANA											
Central (State-Level) Agencies											
Board of Regents		X					36	21	14	1	
Institutional Governing Boards (multicampus)											
Board of Supervisors of Louisiana State University and Agricultural and Mechanical College		X		2	5(13)	0	20	14	6		
Board of Supervisors of Southern University and Agricultural and Mechanical College		X		1	2	0	13	8	5		
Board of Trustees for State Colleges and Universities		X		2	8	0	11	6	3	1	
MAINE											
Central (State-Level) Agencies											
Board of Trustees, University of Maine System	X			1	6	0	15	9	4		2
Institutional Governing Boards											
Board of Trustees, Maine Maritime Academy	X			0	1	0					
Board of Trustees, Maine Vocational/Technical Institutions	X			0	0	6	0				

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
MARYLAND											
Central (State-Level) Agencies											
Higher Education Commission	X			(14)			60	36	24		
Institutional Governing Boards											
Board of Regents, Morgan State University	X			0	1	0					
Board of Regents, University of Maryland (multicampus)	X			0	11	0	230	157	73		
Board of Trustees, St. Mary's College of Maryland	X			0	1	0					
MASSACHUSETTS											
Central (State-Level) Agencies											
Higher Education Coordinating Council(15)	X			15	9	0	52	21	31		
Institutional Governing Boards											
Board of Trustees, University of Massachusetts	X			0	5	0	37	22	15		
MICHIGAN											
Central (State-Level) Agencies											
State Board of Education		X									
State Board for Public Community and Junior Colleges		X									
Institutional Governing Boards											
Boards of Control of Trustees, Four-year Public Universities (10 boards)		X		0	10	0					
Board of Governors, Wayne State University		X		0	1	0					
Board of Regents, University of Michigan (multicampus)		X		0	3	0					
Board of Trustees, Michigan State University		X		0	1	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
MINNESOTA											
Central (State-Level) Agencies											
Higher Education Coordinating Board	X						67				
Institutional Governing Boards (multicampus)											
Board of Regents, University of Minnesota		X		1(16)	3	0					
Higher Education Board(17)	X										
State Board for Community Colleges	X			18	0		47	10	34		3
State Board of Technical Colleges	X			0	0	18	76				
State University Board	X			0	8	0	33				
MISSISSIPPI											
Central (State-Level) Agencies											
Board of Trustees, Institutions of Higher Learning		X		0	8	0	106	23	83		2
State Board for Community and Junior Colleges (regulatory/coordinating)	X			15	0	0	8	5	3		

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
MISSOURI											
Central (State-Level) Agencies											
Department of Higher Education			X				20	12	8		
Institutional Governing Boards											
Board of Curators, University of Missouri (multicampus)			X	0	4	0					
Board of Curators, Lincoln University	X			0	1	0					
Board of Regents, State Universities (4 boards)	X			0	1 ea	0					
Board of Regents, State Colleges (3 boards)	X			0	1 ea	0					
Board of Governors, Northeast Missouri State University	X				1						
Board of Trustees, Public Community Colleges (12 boards)	X			1 ea	0	0					
MONTANA											
Central (State-Level) Agencies											
Board of Regents of Higher Education		X	X(18)	3	6	5	20	12	8		
NEBRASKA											
Central (State-Level) Agencies											
Coordinating Commission for Postsecondary Education		X		0	0	0	11	7	4		
Institutional Governing Boards (multicampus)											
Board of Regents, University of Nebraska			X	0	4(19)	0	38	25	13		
Board of Trustees, Nebraska State Colleges			X	0	3	0	7	4	3		
Technical Community Colleges (6 area boards)	X			6	0	0	3	2	1		

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
NEVADA											
Central (State-Level) Agencies											
Board of Regents, University and Community College System of Nevada		X		4	2(20)	0	32	22	10		
NEW HAMPSHIRE											
Central (State-Level) Agencies											
Postsecondary Education Commission	X						9	3	4	1	1
Institutional Governing Boards (multicampus)											
Board of Trustees, University of New Hampshire System	X			0	3	0					
State Board of Technical Education	X			0	0	7	3	2	1		
NEW JERSEY											
Central (State-Level) Agencies											
Department of Higher Education	X						282(21)				
Institutional Governing Boards											
Board of Governors, Rutgers, The State University (multicampus)	X			0	1	0					
Board of Trustees, University of Medicine and Dentistry of New Jersey (multicampus)	X			0	1	0					
Board of Trustees, New Jersey Institute of Technology	X			0	1	0					
County Colleges (19 boards)	X			1 ea.	0	0					
State Colleges (9 boards)	X			0	1 ea.	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
NEW MEXICO											
Central (State-Level) Agencies											
Commission on Higher Education	X						16	12	4		
Institutional Governing Boards											
Board of Albuquerque Technical-Vocational Institute	X			1	0	0					
Board of Luna Area Vocational School	X			0	0	1					
Board of Tucumcari Area Vocational School	X			0	0	1					
Board of New Mexico Junior College	X			1	0	0					
Board of San Juan College	X			1	0	0					
Board of Santa Fe Community College	X			1	0	0					
Board of Clovis Community College	X			1							
Regents of the University of New Mexico (multicampus)			X	3	1	0					
Regents of Eastern New Mexico Univ. (multicampus)			X	1	1	0					
Regents of New Mexico Highlands University			X	0	1	0					
Regents of New Mexico Institute of Mining and Technology			X	0	1	0					
Regents of New Mexico Military Institute			X	1	0	0					
Regents of New Mexico State University (multicampus)			X	4	1	0					
Regents of Northern New Mexico Community College			X	1	0	0					
Regents of Western New Mexico University			X	0	1	0					

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C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
NEW YORK											
Central (State-Level) Agencies											
Board of Regents, University of the State of New York			X	38(22)	45(22)		158	114	44		
Institutional Governing Boards (multicampus)											
Board of Trustees, State University of New York	X			32	32	0					
Board of Trustees, City University of New York	X			6	13	0					
NORTH CAROLINA											
Central (State-Level) Agencies											
Board of Governors, University of North Carolina			X	0	16(23)	0	269(24)	53	216		
State Board of Community Colleges(25)	X			26	0	32	229	13	216		
NORTH DAKOTA											
Central (State-Level) Agencies											
North Dakota University System		X		5	6		18	11	7	0	

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
	Statutory	Constitutional									
		Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
OHIO											
Central (State-Level) Agencies											
Ohio Board of Regents	X						50	35	15		
Institutional Governing Boards(16)											
Board of Trustees, Bowling Green State University (multicampus)	X			1	1	0					
Central State University	X			0	1	0					
Cleveland State University	X			0	1	0					
Kent State University (multicampus)	X			7	1	0					
Miami University (multicampus)	X			2	1	0					
Ohio University (multicampus)	X			5	1	0					
Ohio State University (multicampus)	X			5	1	0					
University of Akron (multicampus)	X			1	1	0					
University of Cincinnati (multicampus)	X			2	1	0					
University of Toledo	X			0	1	0					
Wright State University (multicampus)	X			1	1	0					
Youngstown State University	X			0	1	0					
Shawnee State University	X			0	1	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
OKLAHOMA **Central (State-Level) Agencies**											
State Regents for Higher Education		X					194(27)	107	87		
Institutional Governing Boards											
Board of Regents, University of Oklahoma		X		0	2	0					
Board of Regents, Oklahoma Agricultural and Mechanical Colleges (multicampus)		X		2	3	0					
Board of Regents, Oklahoma Colleges (multicampus)		X		0	6	0					
Board of Regents, University of Science and Arts of Oklahoma	X			0	1	0					
11 Boards of Regents for 11 local Junior Colleges, 1 Board for University Center at Tulsa, and 3 Boards for 3 Higher Education Centers (5-10 members each board)	X										
OREGON **Central (State-Level) Agencies**											
Office of Educational Policy & Planning	X						10	7	3		
Institutional Governing Boards											
State Board of Education (supervisory & regulatory)	X			(28)	0	0	13(28)	7	6		
State Board of Higher Education (multicampus)	X			0	8	0	146	43	103	0	0

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
PENNSYLVANIA											
Central (State-Level) Agencies											
State Department of Education(29)	X			0	0	0	78	48	30		
State Board of Education(30)	X			0	0	0	3	1	2		
Board of Governors, State System of Higher Education	X			0	14	0	6	1		4	1
Institutional Governing Boards											
Board of Trustees, Pennsylvania State University (multicampus)	X			18	5	0	2			1	1
Board of Trustees, University of Pittsburgh (multicampus)	X			1	4	0	2			1	1
Board of Trustees, Temple University (multicampus)	X			1	1	0	3			2	1
Board of Trustees, Lincoln University	X			0	1	0				1	1
RHODE ISLAND											
Central (State-Level) Agencies											
Board of Governors for Higher Education	X			1	2	0	29	18	10	1	

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C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
SOUTH CAROLINA											
Central (State-Level) Agencies											
Commission on Higher Education	X						45	29	13	0	3
Institutional Governing Boards											
Board of Trustees, Clemson University	X			0	1	0					
Board of Trustees, Medical University of South Carolina	X			0	1	0					
Board of Trustees, South Carolina State University	X			0	1	0					
Board of Trustees, University of South Carolina (multicampus)	X			5	3	0					
Board of Visitors, The Citadel	X			0	1	0					
Board of Trustees, Coastal Carolina University	X			0	1	0					
Board of Trustees, College of Charleston	X			0	1	0					
Board of Trustees, Francis Marion University	X			0	1	0					
Board of Trustees, Lander University	X			0	1	0					
State Board for Technical and Comprehensive Education (multicampus)	X			0	0	16(31)	73	47	26		
Trustees of Winthrop University	X			0	1	0					
SOUTH DAKOTA											
Central (State-Level) Agencies											
Board of Regents		X	X	0	6	0	16(32)	11(32)	5		

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C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
TENNESSEE											
Central (State-Level) Agencies											
Higher Education Commission	X						37(33)	16	20	1	
Institutional Governing Boards (multicampus)											
Board of Regents, State University and Community College System	X			14(34)	6	26	63	47	16		
Board of Trustees, University of Tennessee	X			0	5(35)	0	412	161	251		

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
TEXAS											
Central (State-Level) Agencies											
Texas Higher Education Coordinating Board	X						271	72	192	2	6
Institutional Governing Boards											
Board of Regents, East Texas State Univ. (multicampus)	X			0	2	0					
Lamar University System (multicampus)	X			2	1	0					
Midwestern State University	X			0	1	0					
University of North Texas and Medical School (multicampus)	X			0	2	0					
Stephen F. Austin State University	X			0	1	0					
Texas A&M University System and Medical School (multicampus)	X			0	8[36]	0					
Texas Southern University	X			0	1	0					
Texas State Technical College System (multicampus)	X			0	0	4[37]					
Texas State University System (multicampus)	X			0	5	0					
Texas Tech University and Medical School (multicampus)	X			0	2	0					
Texas Woman's University	X			0	1	0					
University of Houston (multicampus)	X			0	4	0					
University of Texas System and Medical School (multicampus)	X			0	13[36]	0					
Local Governing Boards for 50 Public Community College Districts	X			69	0	0					

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
UTAH											
Central (State-Level) Agencies											
State Board of Regents	X			5	4		31	21	9	1	1
VERMONT											
Central (State-Level) Agencies											
Institutional Governing Boards											
Board of Trustees, University of Vermont and State Agricultural College	X			0	1	0					
Board of Trustees, Vermont State Colleges (multicampus)	X			2	3	0	17	8	9		

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
VIRGINIA											
Central (State-Level) Agencies											
State Council of Higher Education	X						66	38	14	7	7
Institutional Governing Boards											
Board of Visitors of Christopher Newport University	X			0	1	0					
College of William and Mary (multicampus)	X			1	1	0					
George Mason University	X			0	1	0					
James Madison University	X			0	1	0					
Longwood College	X			0	1	0					
Mary Washington College	X			0	1	0					
Norfolk State University	X			0	1	0					
Old Dominion University	X			0	1	0					
Radford University	X			0	1	0					
University of Virginia (multicampus)	X			0	2	0					
Virginia Commonwealth University	X			0	1	0					
Virginia Military Institute	X			0	1	0					
Virginia Polytechnic Institute and State University	X			0	1	0					
Virginia State University	X			0	1	0					
State Board for Community Colleges (multicampus)	X			23	0	0	113	75	25	10	3

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
WASHINGTON											
Central (State-Level) Agencies											
Higher Education Coordinating Board	X						52	38	9	1	4
State Board for Community and Technical Colleges	X			32	0	0	55	25	30		
Institutional Governing Boards											
Board of Trustees, Central Washington University	X			0	1	0					
Board of Trustees, Eastern Washington University	X			0	1	0					
Board of Trustees, Evergreen State College	X			0	1	0					
Board of Regents, University of Washington	X			0	1	0					
Board of Regents, Washington State University	X			0	1	0					
Board of Trustees, Western Washington University	X			0	1	0					
WEST VIRGINIA											
A Central Staff Serves both Boards:							53(18)	26	23	4	0
Board of Trustees, University System of West Virginia	X			2	4		5	3	2	0	0
Board of Directors, State College System	X			2	8		5	1	2	2	0
WISCONSIN											
Central (State-Level) Agencies											
Board of Regents, University of Wisconsin System	X			13(19)	13	0	242	164	45	17	16
Technical College System Board	X			3	0	39	80.5	59	21	0	0.5

C. State Basic Legal Structures

Name of Agency or Board	Legal Bases			Number of Institutions Governed			Staffing				
		Constitutional									
	Statutory	Powers Delineated	Legislature Authorized to Establish Powers	Public Two-Year Colleges	Public Senior Colleges	Vocational Institutes	Total	Full-time Professional	Full-time Supporting	Part-time Professional	Part-time Supporting
WYOMING											
Central (State-Level) Agencies											
Postsecondary Education Coordinating Council	X										
Institutional Governing Boards											
Community College Commission (multicampus)	X		X	7	0	0	4	4	1		
Board of Trustees, University of Wyoming		X	X	0	1	0	1				1
DISTRICT OF COLUMBIA .											
Central (State-Level) Agencies											
Office of Postsecondary Education, Research and Assistance	X						9	7	2		
Institutional Governing Boards											
Board of Trustees, University of the District of Columbia	X			0	1	0	8	4	4		
Board of Governors of the District of Columbia School of Law	X				1					1	0
PUERTO RICO											
Board of Governors	X			6	5						

Endnotes

Table C

NOTE: In most cases, institutional governing boards are staffed by the administrative staffs of the institutions; these figures were not available.

(1) The ten community colleges are grouped into three districts which serve as branch institutions of the three campuses of the University of Alaska in Fairbanks, Anchorage, and Juneau.

(2) Professional staff of the central administration are assigned statewide responsibilities.

(3) These institutions are private occupational schools.

(4) Empowered to offer credits, grant degrees and provide counseling.

(5) Includes the University Health Center; the university also operates four two-year branches, and a four-year branch.

(6) One educational training center is not included here.

(7) For the University of Hawaii System, university administration includes some staff who have both UH-System and UH-Manoa responsibilities.

(8) Coordinates 49 public community colleges; staffing data for the state is number of full-time equivalent staff.

(9) Central administration employees perform campus functions also and for that reason, are not included in the count.

(10) Includes staff for public education functions. Does not include rehabilitation education services branch.

(11) Junior college division staff.

(12) The Legislative Educational Planning Committee was created in 1974. Its statutory charge is to "plan for postsecondary education in Kansas, including both public and private institutions and vocational education." The Committee considers specific legislative proposals, oversees data collection activities, and undertakes studies of specific postsecondary education issues. Study topics may also be assigned the Committee by the Legislative Coordinating Council (LCC). The LCC appoints the Committee's membership, which consists of six representatives and five senators.

(13) Includes LSU law center and medical center; excludes LSU Center for Agricultural Sciences and Rural Development.

(14) In 1991, and effective July 1, 1992, the General Assembly abolished the State Board for Community Colleges and made the Higher Education Commission responsible for coordinating the 17 locally-governed community colleges, including the Baltimore City Community College, a state run community college with its own board.

(15) Each of the 9 state colleges and 15 community colleges has its own board of trustees; the five-campus University system h[illegible]ts own board of trustees.

(16) Technical college for agricultural-related activities; not junior colleges.

(17) As of July 1, 1995, the Higher Education Board will govern all community and technical colleges, and state universities. Staffing will be determined during the summer of 1994.

(18) Legislature may assign additional responsibilities in some instances.

(19) Includes a medical center; six area boards govern six multicampus community colleges.

(20) Does not include the Desert Research Institute.

(21) The total number of staff includes 97 state-funded positions. The remainder are non-state (primarily federal) positions, most of which are in the student assistance division.

(22) The regents have supervisory responsibility for all sectors of education, public, independent and proprietary; the independent sector includes 138 institutions and there are 27 degree-granting proprietary colleges.

(23) Under the statute creating the Board of Governors, a board of trustees was provided for each of the 16 institutions, composed of 12 members and the president of the student body ex-officio; duties and responsibilities are largely delegated by the Board of Governors.

(24) Approximately 60% are engaged in services that are not generally considered central administration, such as educational television, student loans and computer services.

(25) Replaced the State Board of Education as the two-year college governing board in January 1981.

(26) In addition, Ohio has five community colleges, 10 technical colleges, and nine state community colleges, all with their own boards of trustees.

(27) Staffing for the state regents includes staff for the Student Aid Programs, the Educational Telecommunications Network and State Postsecondary Review Entity.

(28) Each of the 14 community colleges and two service districts has its own locally elected governing board; the staff shown here for the state board is the community college division staff.

(29) Each of the 14 community colleges has, by statute, its own governing board which is elected by its local sponsor.

(30) The State Board of Education is a regulation and policymaking board. Staff shown for the Department of Education are for the Office of Higher Education only, which provides staff work as required for the board's Council of Higher Education.

(31) Technical colleges which offer college transfer programs.

(32) The staffing data does not reflect an additional 20 staff and two support staff who manage the Regent Data Center—a consolidated administrative information systems staff under the direction of the board's executive director.

(33) Includes federally-funded program positions.

(34) Twelve community colleges; two technical institutes.

(35) Three four-year institutions; one health science institution; one space institute (graduate level only).

(36) During the 71st legislative session, the University System of South Texas was combined with the Texas A&M University System. Pan American University was combined with the University of Texas System.

(37) Approval for technical-vocational programs and related courses for the four campuses of Texas State Technical College System is granted by the Texas Higher Education Coordinating Board.

(38) Approximately 60% of central office staff is dedicated to student aid administration, administration of federal grants/contracts and other specialized functions. Only 40% are available for general administrative and system support. Additionally, this total does not include a modest number of positions supplied on contract with the State Attorney General's Office and the State Division of Personnel.

(39) Two-year centers, University Extension is a separate senior unit.

SECTION D.

Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
ALABAMA														
Central (State-Level) Agencies														
Commission on Higher Education	12		10(1)	2(2)		12								9
Institutional Governing Boards														
Board of Trustees, University of Alabama (multicampus)	25			23	2	20(3)	1				3		1	1
Board of Trustees, Auburn University (multicampus)	12		10(1)		2	9	1				1		1	1
Board of Trustees, University of North Alabama	12		10(1)		2	10	1						1	1
Board of Trustees, Jacksonville State University	11		9(1)		2	9	1						1	1
Board of Trustees, Livingston University	15		13(1)		2	3	1						1	1
Board of Trustees, Troy State University	11		9(1)		2	9	1						1	1
Board of Trustees, University of Montevallo	13		11(1)		2	10	1						1	1
Board of Trustees, University of South Alabama	17		15(1)		2	15	1						1	1
State Board of Education (multicampus)	9	8			1									
Board of Trustees, Alabama A&M University	14		12		2	14								6
Board of Trustees, Alabama State University	14		12		2	14								6

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D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
ALASKA														
Central (State-Level) Agencies														
Commission on Postsecondary Education	14		5(4)	9		5	2	1	1	1	1(1)		3	4(4)
Institutional Governing Boards														
Board of Regents, University of Alaska (multicampus)	11		11(4)			10					1			8(4)
ARIZONA														
Central (State-Level) Agencies														
Board of Regents	11		9(1)		2	8					1		2	8(5)
State Board of Directors for Community Colleges	17		15		2	15								7
Commission for Postsecondary Education	13		13		0	1	4	2	4	0			2	3
ARKANSAS														
Central (State-Level) Agencies														
Department of Higher Education	13		13(1)			13								10
Institutional Governing Boards														
Board of Trustees, University of Arkansas (multicampus)	10		10(1)			6							4	10
Board of Trustees, Arkansas State University (multicampus)	5		5(1)			5								5
Board of Trustees, Arkansas Tech University	5		5(1)			5								5
Board of Trustees, University of Central Arkansas	7		7(1)			7								7
Board of Trustees, Henderson State University	7		7(1)			7								7
Board of Trustees, Southern Arkansas University (multicampus)	5		5(1)			5								5

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
ARKANSAS, *continued*														
Local Governing Boards for Public Community Colleges														
East Arkansas	9	9[6]												6
Garland County	9	9[6]												6
Phillips County	9	9[6]												6
North Arkansas Community/Technical College	9	9[6]												6
Westark	9	9[6]												6
Mississippi County	9	9[6]												6
Rich Mountain	9	9[6]												6
Northwest Arkansas[7]	9	9[6]												6
South Arkansas[7]	9	9[6]												6
Black River Technical College	7		7			7								6
Cossatot Technical College	7		7			7								6
Gateway Technical College	7		7			7								6
Mid-South Community College	9	9				9								6
Mountain Home Technical College	7		7			7								6
Ouachita Technical College	7		7			7								6
Ozarka Technical College	7		7			7								6
Petit Jean Technical College	7		7			7								6
Pines Technical College	7		7			7								6
Pulaski Technical College	7		7			7								6
Red River Technical College	7		7			7								6

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
CALIFORNIA														
Central (State-Level) Agencies														
Postsecondary Education Commission	17		6	11		9	4	1	1		2			6(8)
Institutional Governing Boards (multicampus)														
Board of Regents, University of California	25		18(9)		7	18	1				(9)	(9)	6	12(9)
Board of Trustees, California State University	21		16		5	16	1				1		3	8(9)
Board of Governors, California Community College	15		15(1)			14					1			4
Council for Private Postsecondary and Vocational Education	15		7	8	3		6		6					4
COLORADO														
Central (State-Level) Agencies														
Commission on Higher Education	9		9(1)			9								4
Institutional Governing Boards														
State Board of Agriculture (multicampus)	14		8	6		8					3(10)	3		4
Regents of the University of Colorado (multicampus)	9	9												6
Trustees of the Colorado School of Mines	8		7	1		7					1(10)			4
Trustees of the State Colleges (multicampus)	9		7	2		7					1(10)	1		4
Board of Trustees, University of Northern Colorado	9		7	2		7					1(10)	1		4
State Board for Community Colleges and Occupational Education (multicampus)	10		9	1		9					1(10)			4

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
CONNECTICUT														
Central (State-Level) Agencies														
Board of Governors for Higher Education	11		7	4		11								4
Institutional Governing Boards														
Board for State Academic Awards	7		6	1(11)		5					1	1(12)	5	
Board of Trustees, University of Connecticut (multicampus)	19		12	4	3	12					2(11)		2(13)	6(14)
Board of Trustees, Connecticut State University (multicampus)	16		14	2(11)		14				2(11)	2(12)			6
Board of Trustees, Community-Technical Colleges	18		16	2(11)		18					2(11)		2(12)	6
DELAWARE														
Central (State-Level) Agencies														
Higher Education Commission	21		21		6	7	6	2	0	0				3
Institutional Governing Boards														
Board of Trustees, University of Delaware	32		8	20(15)	4	28								6
Board of Trustees, Delaware State University	13		6	5(16)	2	11	1						1	6
Board of Trustees, Delaware Technical and Community Colleges (multicampus)	7		7			7								3(16)
FLORIDA														
Central (State-Level) Agencies														
State Board of Education	7	7												4
Board of Regents, State University System	14		12(17)			12					1		1	6
State Board of Community Colleges	13		12(17)			11					1		1	4
Postsecondary Education Planning Commission	12		12(1)			11					1			4

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D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
GEORGIA														
Central (State-Level) Agencies														
Board of Regents, University System of Georgia	16		16(1)			16								7
State Board of Technical and Adult Education	15		15(1)			15								5
HAWAII														
Central (State-Level) Agencies														
Board of Regents, University of Hawaii	11		11(1)			11								4
IDAHO														
Central (State-Level) Agencies														
State Board of Education and Board of Regents, University of Idaho	8	1	7(1)			8								5
ILLINOIS														
Central (State-Level) Agencies														
Board of Higher Education	17(18)		10(1)	1		10	5				1		1	6
Community College Board (coordinating)	9		8(1)	1		8					1			6
Institutional Governing Boards (multicampus)														
Board of Governors, Universities	14		9(1)	5		9					5			6
Board of Regents, Regency Universities	14		11(19)	3		11(19)					3			6
Board of Trustees, Southern Illinois University	9		7(1)	2		7					2			6
Board of Trustees, University of Illinois	12	9		2	1						2			6

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
INDIANA														
Central (State-Level) Agencies														
Commission for Higher Education	14		12			12					1(20)	1(20)		4(21)
Institutional Governing Boards														
Board of Trustees, Ball State University	9		9			6					1		2	4(21)
Board of Trustees, Indiana State University (multicampus)	9		9			6					1		2	4
Board of Trustees, Indiana Vocational Technical College (multicampus)	11		11			3							8	3
Trustees of Indiana University (multicampus)	9		1	8(21)		5					1		3	3(21)
Trustees of Purdue University (multicampus)	10		10			2					1		7	3(21)
Board of Trustees, Vincennes University	10		10			8					1		1	3(21)
Trustees of University of Southern Indiana	9		9		1	7					1		1	
IOWA														
Central (State-Level) Agencies														
State Board of Regents	9		9(1)			8					1			6
State Board of Education (supervisory)	9		9(1)			7	1			1				6

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D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
KANSAS														
Central (State-Level) Agencies														
State Board of Regents	9		9(1)			9								4
State Board of Education (supervisory)	10	10												4
Legislative Educational Planning Committee	11			11									11(22)	
KENTUCKY														
Central (State-Level) Agencies														
Council on Higher Education	18		17		1(23)	16(23)	8	1			1		1(23)	6
Institutional Governing Boards														
Board of Trustees, University of Kentucky (multicampus)	20		16	4		16					1	3		6
Board of Trustees, University of Louisville	20		17	3		17					1	1	1(23)	6
Board of Trustees, Eastern Kentucky University	11		8	3		8					1	1	1(23)	6
Board of Regents, Kentucky State University	11		8	3		8					1	1	1(23)	6
Board of Regents, Morehead State University	11		8	3		8					1	1	1(23)	6
Board of Regents, Murray State University	11		8	3		8					1	1	1(23)	6
Board of Regents, Northern Kentucky University	11		8	3		8					1	1	1(23)	6
Board of Regents, Western Kentucky University	11		8	3		8					1	1	1(23)	6

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
LOUISIANA														
Central (State-Level) Agencies														
Board of Regents	16		15(1)			15					1(24)			6(25)
Institutional Governing Boards														
Board of Supervisors of Louisiana State University and Agricultural and Mechanical College (multicampus)	18		17(1)			17					1(26)			6(25)
Board of Supervisors of Southern University and Agricultural and Mechanical College	18		17(1)			17					1(26)			6(25)
Board of Trustees for State Colleges and Universities	18		17(1)			17					1(26)			6(25)
MAINE														
Central (State-Level) Agencies														
Board of Trustees, University of Maine System	16		16		1(27)	14					1			5
Institutional Governing Boards														
Board of Trustees, Maine Maritime Academy	12		12			12								5
Board of Trustees, Maine Vocational/Technical Institutions	9		9											

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
MARYLAND														
Central (State-Level) Agencies														
Higher Education Commission	12		11		1	11					1(28)			5
Institutional Governing Boards														
Board of Regents, University of Maryland (multicampus)	17		16		1	15					1		1	5
Board of Trustees, St. Mary's College of Maryland	15		15			15					1			6
Board of Regents, Morgan State University	13		13			12					1			6
MASSACHUSETTS														
Central (State-Level) Agencies														
Higher Education Coordinating Council	12		10	2	2	10					1		2	5
Institutional Governing Boards														
Board of Trustees, University of Massachusetts	23		17	6	1	16					5		1(29)	5

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
MICHIGAN														
Central (State-Level) Agencies														
State Board of Education	10	8			2	8								8
State Board for Public Community and Junior Colleges	9			8(30)	1	8							1	8
Institutional Governing Boards														
Boards of Control of Trustees, Four-Year Public Universities (10 boards)	9		8 ea.(1)		1 ea.	8	1(31)							8
Board of Governors, Wayne State University	9	8			1		1(31)							8
Board of Trustees, University of Michigan (multicampus)	9	8			1		1(31)							8
Board of Trustees, Michigan State University	9	8			1		1(31)							8
MINNESOTA														
Central (State-Level) Agencies														
Higher Education Coordinating Board	11		11(1)			10					1			6
Institutional Governing Boards (multicampus)														
Board of Regents, University of Minnesota	12			12(32)		11					1			6
Higher Education Board	13		13			12					1(33)			6
State Board for Community Colleges	9		9(1)			8					1		1	4
State Board of Technical Colleges	11		11			10					1			4
State University Board	9		9(1)			8					1		1	4

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
MISSISSIPPI														
Central (State-Level) Agencies														
Board of Trustees, Institutions of Higher Learning	12		12(1)			12								12
State Board for Community and Junior Colleges (regulatory/coordinating)	10		10(1)			10								6
MISSOURI														
Central (State-Level) Agencies														
Department of Higher Education	9		9(1)			9								6
Institutional Governing Boards														
Board of Curators, University of Missouri (multicampus)	10		10(1)			9								6
Board of Curators, Lincoln University	10		10(1)			9								6
Board of Governors, Northeast Missouri State University	10		10(1)			7							2(34)	6
Board of Regents, State Universities (4 boards)	8 ea.		7(1)		1(34)	6								6
Board of Regents, State Colleges (3 boards)	7 ea.		7 ea.(1)			6								6
Board of Trustees, Public Community Colleges (12 boards)	6 ea.	6												6
MONTANA														
Central (State-Level) Agencies														
Board of Regents of Higher Education	10		7		3	6					1			7(35)

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
NEBRASKA														
Central (State-Level) Agencies														
Coordinating Commission for Postsecondary Education	11		11			11								6
Institutional Governing Boards (multicampus)														
Board of Regents, University of Nebraska	12	8		4							4			6
Board of Trustees, Nebraska State Colleges	10		9		1	6					3		1	6
Technical Community Colleges (6 area boards)	11 ea.	11 ea.												4
NEVADA														
Central (State-Level) Agencies														
Board of Regents, University and Community College System of Nevada	11	11												6
NEW HAMPSHIRE														
Central (State-Level) Agencies														
Postsecondary Education Commission	22		12	4	6	4	5	6		3	3			5
Institutional Governing Boards (multicampus)														
Board of Trustees, University of New Hampshire System	22		12(36)	4	6	11	3				1		7	4
State Board of Technical Education	7		7(36)			7								5

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D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
NEW JERSEY														
Central (State-Level) Agencies														
Board of Higher Education	18		9(1)	7	2	9	6([illegible])	1						6
Institutional Governing Boards														
Board of Governors, Rutgers, The State University (multicampus)	13		6	5(18)	2	6					1(18)	2(18)	5(18)	6
Board of Trustees, University of Medicine and Dentistry of New Jersey (multicampus)	13		11(1)		2	11								3
Board of Trustees, New Jersey Institute of Technology	12		10		2	10								4
County Colleges (18 boards)	12 ea.			10 ea.(18)	2(18)	10					1(18)			4
State Colleges (9 boards)	10 ea.			9 ea.(18)	1	9					2(18)			6
NEW MEXICO														
Central (State-Level) Agencies														
Commission on Higher Education	15		15(1)			13					2			6
Institutional Governing Boards														
Board of Albuquerque Vocational-Technical Institute	7	7				7								6
Board of Luna Area Vocational School	5			5(19)		5								6
Board of Tucumcari Area Vocational School	5	5				5								6
Board of New Mexico Junior College	5	5				5								6
Board of San Juan College	7	7				7								6
Board of Santa Fe Community College	5	5				5								6
Regents of the University of New Mexico (multicampus)	9		7(1)		2	7								6
Regents of the Eastern New Mexico University (multicampus)	7		5(1)		2	5								6

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
NEW MEXICO, *continued*														
Regents of New Mexico Highlands University	7		5(1)		2	5								6
Regents of New Mexico Institute of Mining and Technology	7		5(1)		2	5								6
Regents of New Mexico Military Institute	7		5(1)		2	5								6
Regents of New Mexico State University (multicampus)	7		5(1)		2	5								6
Regents of Northern New Mexico Community College (multicampus)	7		5(1)		2	5								6
Regents of Western New Mexico University	7		5(1)		2	5								6
NEW YORK														
Central (State-Level) Agencies														
Board of Regents, University of the State of New York	16			16(40)		16								5
Institutional Governing Boards (multicampus)														
Board of Trustees, State University of New York (SUNY)	16		15(40)		1(40)	15					1			7(5)
Board of Trustees, City University of New York (CUNY)	17		10	5(40)	2(40)	15					1	1		7
NORTH CAROLINA														
Central (State-Level) Agencies														
Board of Governors, University of North Carolina	32			16(41)		32					1(41)			4
State Board of Community Colleges	19		10	7(42)	2(42)	19								6
NORTH DAKOTA														
Central (State-Level) Agencies														
North Dakota University System	9		7(1)	2(43)		7					1	1		7

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
OHIO														
Central (State-Level) Agencies														
Board of Regents	11		9(1)		2(44)	9					(44)	(44)	2(44)	9
Institutional Governing Boards														
Board of Trustees, Bowling Green State University (multicampus)	9		9(1)			9								9
Central State University	9		9(1)			9								9
Cleveland State University	9		9(1)			9								9
Kent State University (multicampus)	9		9(1)			9								9
Miami University (multicampus)	9		9(1)			9								9
Ohio University (multicampus)	9		9(1)			9								9
Ohio State University (multicampus)	9		9(1)			9								9
University of Akron (multicampus)	9		9(1)			9								9
University of Cincinnati (multicampus)	9		9(1)			9								9
University of Toledo	9		9(1)			9								9
Wright State University (multicampus)	9		9(1)			9								9
Youngstown State University	9		9(1)			9								9

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D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
OKLAHOMA														
Central (State-Level) Agencies														
State Regents for Higher Education	9		9(1)			9								9
Institutional Governing Boards(15)														
Board of Regents, University of Oklahoma	7		7(1)			7								7
Board of Regents, Oklahoma Agricultural and Mechanical Colleges (multicampus)	9		8(1)		1	8								8
Board of Regents, Oklahoma Colleges (multicampus)	9		8(1)		1	8								9
Board of Regents, University of Science and Arts of Oklahoma	7		7(1)			7								7
11 Boards of Regents for 11 local Junior Colleges, 1 Board for University Center at Tulsa, and 3 Boards for 3 Higher Education Centers (5-10 members each board)	5-10													
OREGON														
Central (State-Level) Agencies														
Office of Educational Policy & Planning														
Institutional Governing Boards														
State Board of Education (supervisory and regulatory)	7		7(1)			7								4
State Board of Higher Education (multicampus)	11		11(1)			9					2			4(16)

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
PENNSYLVANIA														
Central (State-Level) Agencies														
State Board of Education	22		17(1)		5	10				4		(47)	3(47)	6(47)
Board of Governors, State System of Higher Education	20		14(1)	4(48)	2	6					3		5(49)	6
Institutional Governing Boards														
Board of Trustees, Pennsylvania State University (multicampus)	32(50)		6(1)	21(51)	5						1			3
Board of Trustees, University of Pittsburgh (multicampus)	36(50)		4(1)	31(51)	4						1			4
Board of Trustees, Temple University (multicampus)	36(50)		4(1)	32(51)	3						1			4
Board of Trustees, Lincoln University	39(50)	1	4(1)	32(51)	3						1			4
RHODE ISLAND														
Central (State-Level) Agencies														
Board of Governors for Higher Education	15		12(1)	2	1	12					1		2	3
SOUTH CAROLINA														
Central (State-Level) Agencies														
Commission on Higher Education	18		6(1)	12(52)		18								4
Institutional Governing Boards														
Board of Trustees, Clemson University	13			13(52)		6					(53)			4
Board of Trustees, Medical University of South Carolina	14		1(54)	12(52)		13					(53)			4
Board of Trustees, South Carolina State University	13		1(54)	8(52)		9					(53)			6
Board of Trustees, University of South Carolina (multicampus)	18		1(54)	11(52)		17					(53)			4
Board of Visitors, The Citadel	15		1(54)	10(52)		8								6
Board of Trustees, Coastal Carolina University	17		2(54)	15	1	16								

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
SOUTH CAROLINA, *continued*														
State Board for Technical and Comprehensive Education (multicampus)	10		10			8								6
Trustees of Winthrop University	10		1(54)	9(52)		14					1(55)	1		6
Board of Trustees, Francis Marion University	17		1(54)			16								
Board of Trustees, College of Charleston	17		1(54)			16								
Board of Trustees, Lander University	17		1(54)			16								
SOUTH DAKOTA														
Central (State-Level) Agencies														
Board of Regents	9		9(1)			8					1(55)			6
TENNESSEE														
Central (State-Level) Agencies											(56)			
Higher Education Commission	13		9		4	9								6
Institutional Governing Boards														
Board of Regents, State University and Community College System (multicampus)	18		13(1)	1(57)	4	12					1		1(57)	6
Board of Trustees, University of Tennessee (multicampus)	24		19(1)		5	18					1			6

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D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
TEXAS														
Central (State-Level) Agencies														
Higher Education Coordinating Board	18		18(1)			18								6
Institutional Governing Boards(18)														
Board of Regents, East Texas State University (multicampus)	9		9(1)			9								6
Lamar University System (multicampus)	9		9(1)			9								6
Midwestern University	9		9(1)			9								6
University of North Texas and Medical School (multicampus)	9		9(1)			9								6
Stephen F. Austin State University	9		9(1)			9								6
Texas A&M University System and Medical School (multicampus)	9		9(1)			9								6
Texas Southern University	9		9(1)			9								6
Texas State Technical College System (multicampus)	9		9(1)			9								6
Texas State University System (multicampus)	9		9(1)			9								6
Texas Tech University and Medical School (multicampus)	9		9(1)			9								6
Texas Woman's University	9		9(1)			9								6
University of Houston (multicampus)	9		9(1)			9								6
University of Texas System and Medical School (multicampus)	9		9(1)			9								6
UTAH														
Central (State-Level) Agencies														
State Board of Regents	16		16(1)			15					1			6(9)

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D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
VERMONT														
Institutional Governing Boards														
Board of Trustees, University of Vermont and State Agricultural College	25		3(1)	18(50)	2	21					2(5)			6
Board of Trustees, Vermont State College	15		9(1)	5	1	9					1(5)		4	6(50)
VIRGINIA														
Central (State-Level) Agencies														
State Council of Higher Education	11		11(60)			11					(60)			4
Institutional Governing Boards														
Board of Visitors of Christopher Newport University	14		14(60)			14					(60)			4
College of William and Mary (multicampus)	18		17(60)			17					(60)			4
George Mason University	18		18(60)			18					(60)			4
James Madison University	16		16(60)			16					(60)			4
Longwood College	11		11(60)			11					(60)			4
Mary Washington College	12		12(60)			12					(60)			4
Norfolk State University	14		14(60)			14					(60)			4
Old Dominion University	17		17(60)			17					(60)			4
Radford University	11		11(60)			11					(60)			4

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	**Membership**													
					Of Those Appointed, Number Representing									
	Number of Members	**Elected by Public**	**Appointed by Governor**	**Appointed by Other**	**Ex-Officio**	**General Public**	**Public Institutions**	**Private Institutions**	**Proprietary Education**	**Voc/Tech Education**	**Students**	**Faculty**	**Other**	**Terms of Office (Years)**
VIRGINIA, *continued*														
University of Virginia (multicampus)	16		16(80)			16					(80)			4
Virginia Commonwealth University	16		16(80)			16					(80)			4
Virginia Military Institute	17		16(80)		1	16					(80)			4
Virginia Polytechnic Institute and State University	15		14(80)		1	14					(80)			4
Virginia State University	11		11(80)			11					(80)			4
State Board for Community Colleges (multicampus)	15		15(80)			15					(80)			4
WASHINGTON														
Central (State-Level) Agencies														
Higher Education Coordinating Board	9		9			9								4
State Board for Community and Technical Colleges (multicampus)	9		9			9								4
Institutional Governing Boards														
Board of Trustees, Central Washington University	7		7			7								6
Board of Trustees, Eastern Washington University	7		7			7								6
Board of Trustees, Evergreen State College	7		7			7								6
Board of Regents, University of Washington	9		9			9								6
Board of Regents, Washington State University	9		9			9								6
Board of Trustees, Western Washington University	7		7			7								6

D. Membership of Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Membership													
					Of Those Appointed, Number Representing									
	Number of Members	Elected by Public	Appointed by Governor	Appointed by Other	Ex-Officio	General Public	Public Institutions	Private Institutions	Proprietary Education	Voc/Tech Education	Students	Faculty	Other	Terms of Office (Years)
WEST VIRGINIA														
Board of Trustees, University System of West Virginia	17		12(1)	5	5(61)	12					1	1	1	6
Board of Directors, State College System	17		12(1)	5	5(61)	12					1	1	1	6
WISCONSIN														
Central (State-Level) Agencies														
Board of Regents, University of Wisconsin System	17		15(1)	2	2	14				1(62)	1		1(63)	7(64)
Technical College System Board	13		10	3	3	9	2(65)				1		1(63)	6(64)
WYOMING														
Central (State-Level) Agencies														
Postsecondary Education Coordinating Council	12		12											
Institutional Governing Boards														
Community College Commission (multicampus)	7		7(1)			7								4
Board of Trustees, University of Wyoming	12		12(1)		4	12					1		3	6
DISTRICT OF COLUMBIA														
Central (State-Level) Agencies														
Coordinating Board: Subcommittee on Postsecondary Education, D.C. Advisory Committee on Education	17		17		1	2	1	7	1				5(66)	
Institutional Governing Boards														
Board of Trustees, University of the District of Columbia	16		11	4	1	11	3				1		1	5
Board of Governors of the District of Columbia School of Law	7(67)	1(68)	4	2										
PUERTO RICO														
Board of Governors	13		10	3		10					1	2		8
Council on Higher Education	9		8		1	8								6

Endnotes

Table D

(1) With the consent of the state senate.

(2) One by lieutenant governor, one by speaker of the house.

(3) Elected by the remaining board members, with senate consent (board is self-perpetuating).

(4) With approval of the legislature; student regent and/or commissioner serves for a two-year term; on the commission, these terms are for the governor's appointees; others serve at the pleasure of the appointing body.

(5) Student member term is one year.

(6) Initial board appointed by the governor; then elected.

(7) Occurred by the merger of Oil Belt Technical College and Southern Arkansas University-El Dorado Branch.

(8) Student members have two-year terms.

(9) Term for governor's appointees; governor must consult an advisory committee on all regent gubernatorial appointees; the regents may, at their discretion, appoint one student, one faculty, or one of each.

(10) Student members are advisory.

(11) Elected by students biannually.

(12) Alumni representatives appointed by governor.

(13) Alumni representatives elected by alumni.

(14) Governor's appointees

(15) Elected by the board with the consent of the senate.

(16) Elected by the board; one member of the technical colleges board serves at the pleasure of the governor.

(17) Members of the board are appointed by the governor with approval of the State Board of Education and consent of the senate.

(18) The four chairs of the institutional governing boards are serving by virtue of those positions. The student member is appointed by the Student Advisory Committee.

(19) Three of 11 public members must include one alumnus from each of the three institutions governed by the Board of Regents.

(20) **One-year term.**

(21) **Five appointed by the State Board of Education and approved by the governor; three elected by alumni; student member terms are two years, except Vincennes (one year).**

(22) Five members of the senate and six members of the house are appointed by the Legislative Coordinating Council.

(23) State superintendent of education ex-officio; seven council members represent state supreme court districts and membership includes at least one graduate from each public institution and from an independent institution; student members serve one year. Additionally, each individual institutional governing board has one staff member.

(24) Elected by State Council of Student Body Presidents.

(25) Students are voting members for one-year terms.

(26) Elected by Student Body Presidents within the system.

(27) This ex-officio member is the state education commissioner.

(28) The term student member is the chairperson of the Student Advisory Council of the commission.

(29) Approved by the governor from a pool of three people nominated by organized labor.

(30) Coordinating arm of the State Board of Education, eight members are appointed by the board.

(31) Institutional presidents serve ex-officio.

(32) Elected by the legislature.

(33) By statute there is one student member, but 1993 appropriations legislation added two more student members to the board for a total of three between 1993 and 1995. Legislation is now pending that would add two student members to the board permanently.

(34) Board of Governors, Northeast Missouri State University has two out-of-state, non-Missouri residents as board members. The ex-officio member on the Board of Regents, Comprehensive University is the Commissioner of Education, Department of Elementary and Secondary Education.

(35) Student member not less than one nor more than four years.

(36) With the consent of the governor's executive council.

(37) Includes the member from the State Board of Education who represents public elementary and secondary education, including public vocational/technical education.

(38) Five members of the Rutgers Board of Governors are chosen by and from the Rutgers Board of Trustees (see Table E regarding student and faculty representatives).

Eight county college board members are appointed by the Board of Chosen Freeholders, and two by the Board of Higher Education with the governor's approval; the ex-officios are the county superintendent of schools (voting member) and the college president (non-voting). The student member is elected from the graduating class.

State college boards are appointed by the Board of Higher Education with the approval of the governor. The two student members serve overlapping two-year terms, the first year as non-voting alternates; they do not participate in certain types of sensitive or confidential matters (as permitted under the Open Public Meetings Act).

(39) The Luna Area Vocational School Board members are designated by the cooperating school district boards from among the regular members of these boards.

(40) The regents are elected by the state legislature. Fifteen members of the State University Board of Trustees and 10 members of the City University Board of Trustees are appointed by the governor. In addition, five members of the City University Board of Trustees are appointed by the mayor. The SUNY ex-officio member is president of the student assembly. The CUNY ex-officio members are the chair of the student senate and the chair of the faculty senate.

(41) Sixteen members of the Board of Governors are elected by the legislature every two years. The president of the University of North Carolina Association of Student Governments is an ex-officio, non-voting member, in addition to the 32 elected members.

(42) Three members each elected by the two legislative houses with the seventh alternating between the two houses; lieutenant governor and state treasurer are ex-officio members.

(43) Non-voting student selected by student association and non-voting faculty member selected by statewide council of faculty.

(44) Chairperson of the house and senate education committees, ex-officio; a few of the institutions have made student and faculty senate presidents ex-officio members (this is not covered by statute).

(45) There are now 13 junior colleges in the state. Eleven have their own governing boards and two are governed by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges.

(46) Student terms limited to two years. All members limited to two terms.

(47) Three members must be actively employed by an institution of higher education, one as an administrator and one as a faculty member. The chairman and minority chairman of the House of Representatives and Senate Education Committees serve as ex-officio members for as long as they hold their respective positions.

(48) One senator appointed by the President Pro Tempore of the Senate, one senator appointed by the minority leader of the senate, one representative appointed by the Speaker of the House of Representatives, and one representative appointed by the minority leader of the House of Representatives.

(49) Five governors must be trustees from the 14 institutional councils of trustees. Each council has 11 members appointed by the governor and include at least two alumni and one undergraduate student. Except for the latter, terms of office are six years.

(50) **Number of voting members.**

(51) Elected by county agricultural and industrial societies and alumni. Four appointed by house speaker, four appointed by senate president pro tempore, others appointed by board or elected by alumni.

(52) The General Assembly appoints a large proportion of members to the institutional governing boards.

(53) Legislation provides that the president of the student bodies of these institutions may serve as a non-voting, ex-officio member of the board, which is discretionary with the board. Winthrop is the only institution with such a student representative and also has a faculty member serving non-voting and elected by the faculty. These student and faculty representatives are not included in the total number of members given for Winthrop.

(54) A 1983 amendment provided for one appointment by the governor.

(55) South Dakota has a voting student member, appointed by the governor for a two-year term.

(56) Legislation being considered during the 1994 session would add two non-voting student members.

(57) A past commissioner of education is allowed by law to serve as a regent.

(58) There are 49 public community college district boards responsible for a total of 67 junior college campuses.

(59) Nine are appointed by the legislature and nine are self-perpetuating for the university and student members serve two-year terms; for the state colleges, the student members serve one-year terms and four members appointed from the legislature serve four-year terms.

(60) Confirmed by the legislature. In addition, each board annually may appoint one non-voting student member; the student member is not confirmed by the legislature.

(61) Of ex-officio, three are voting and serve a one-year term by virtue of their election as chairpersons for the statutory statewide advisory councils for classified employees, faculty and students, respectively. The remaining ex-officio members are non-voting and serve an indefinite term concurrent with tenure as state superintendent of public schools and the chancellor of other higher education system.

(62) Representative of Wisconsin Technical College System Board (ex-officio).

(63) State superintendent of public instruction (ex-officio).

(64) Two years for student member.

(65) President of UW System Board of Regents and Secretary of Department of Industry, Labor and Human Relations.

(66) These five members comprise one member each from the Consortium of Universities of Metropolitan Washington, D.C., the D.C. Council, the DC-MD-DE Association of Financial Aid Administrators, the executive director of the Education Licensure Commission, and the Department of Human Services Commission of Public Health Nursing Coordinator.

(67) Currently interim board only (see description under "District of Columbia; State-Level Coordinating and/or Governing Agency").

(68) Elected by alumni by postal ballot.

SECTION E.

Student and Faculty Membership - Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
ALABAMA																
Board of Trustees, University of Alabama	3		X				X	1								
Board of Trustees, Auburn University	1		X				X	1								
ALASKA																
Commission on Postsecondary Education	1	X			X	X		2								
Board of Regents, University of Alaska	1	X			X	X		2								
ARIZONA																
Board of Regents	1	X				X		1								
ARKANSAS (N/A)																
CALIFORNIA																
Board of Governors, California Community Colleges	1	X				X		1								
Board of Trustees, California State University	1	X				X		1								
Board of Regents, University of California	1			X	X	X		1	1			X			X	X
Postsecondary Education Commission	2	X				X		2	0							

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
COLORADO																
State Board of Agriculture	3		X				X	1	3		X				X	1
Trustees of the Colorado School of Mines	1		X				X	1								
Trustees of the State Colleges	1		X				X	1	1		X				X	1
Board of Trustees, University of Northern Colorado	1		X				X	1	1		X				X	1
State Board for Community Colleges and Occupational Education	1		X				X	1								
CONNECTICUT																
Board of Governors for Higher Education																
Board of Trustees, University of Connecticut System	2		X		X	X		2								
Board of Trustees, Connecticut State University	2		X		X	X		2								
Board of Trustees, Community Technical Colleges	2		X		X	X		2								
DELAWARE																
Board of Trustees, University of Delaware	1			X												

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E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
	Number	Appointed/ Elected by				Voting	Non-Voting	Terms of Office (Years)	Number	Appointed/ Elected by				Voting	Non-Voting	Terms of Office (Years)
		Governor	Students	Other	Authorized by Statute					Governor	Faculty	Other	Authorized by Statute			
FLORIDA																
Board of Regents, State University System	1	X			X	X		1								
State Board of Community Colleges	1	X			X	X		1								
Postsecondary Education Planning Commission	1	X			X	X		1								
GEORGIA (N/A)																
HAWAII																
Board of Regents, University of Hawaii	0								0							
IDAHO (N/A)																

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
ILLINOIS																
Board of Higher Education	1		X		X	X		1								
Illinois Community College Board	1		X		X		X	1								
Board of Governors, Universities (multicampus)	5		X		X		X	1								
Board of Regents, Regency Universities (multicampus)	3		X		X		X	1								
Board of Trustees, Southern Illinois University (multicampus)	2		X		X		X	1								
Board of Trustees, University of Illinois (multicampus)	2		X		X		X	1								

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E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
INDIANA																
Board of Trustees, Ball State University	1	X				X		2								
Board of Trustees, Indiana State University	1	X				X		2								
Trustees of Indiana Univ	1	X				X		2								
Trustees of Purdue Univ	1	X				X		2								
Board of Trustees, Vincennes University	1	X				X		1								
University of Southern Indiana	1	X				X		2								
Commission for Higher Education	1	X			X	X		1	1	X			X	X		1
IOWA State Board of Regents	1	X				X		6	0							
KANSAS																
State Board of Regents, Student Advisory Committee to the State Board	7		X		X		X	1								

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
KENTUCKY																
Council on Higher Education	1	X				X		1								
Board of Trustees, Univ. of Kentucky (multicampus)	1		X			X		1	3		X			X		3
Board of Trustees, Univ of Louisville	1		X			X		1	1		X			X		1
Board of Regents, Eastern Kentucky University	1		X			X		1	1		X			X		3
Board of Regents, Kentucky State University	1		X			X		1	1		X			X		3
Board of Regents, Morehead State University	1		X			X		1	1		X			X		3
Board of Regents, Murray State University	1		X			X		1	1		X			X		3
Board of Regents, Northern Kentucky University	1		X			X		1	1		X			X		3
Board of Regents, Western Kentucky University	1		X			X		1	1		X			X		3

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Gover-nor	Students	Other	Autho-rized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Gover-nor	Faculty	Other	Autho-rized by Statute	Voting	Non-Voting	Terms of Office (Years)
LOUISIANA																
Board of Regents	1		X		X	X		1								
Board of Trustees for State Colleges and Universities (multicampus)	1		X		X	X		1								
Board of Supervisors of Louisiana State University and Agricultural and Mechanical College (multicampus)	1		X		X	X		1								
Board of Supervisors of Southern University and Agricultural and Mechanical College (multicampus)	1		X		X	X		1								
MAINE																
Board of Trustees, University of Maine System	1	X			X	X		2								

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
MARYLAND																
Higher Education Commission	1		X		X		X	1								
Board of Regents, University of Maryland (multicampus)	1	X			X	X		1								
Morgan State University	1	X			X	X		1								
MASSACHUSETTS																
Higher Education Coordinating Council	1	1			X	X		1	0							
Board of Trustees, University of Massachusetts	5		5			2	3	1	0							
MICHIGAN (N/A)																
MINNESOTA																
Higher Education Coordinating Board	1	X			X	X		2								
Board of Regents, University of Minnesota	1			X	X	X		6								
Higher Education Board	3	X			X	X		2								
State Board for Community Colleges	1	X			X	X		2								
State Board of Technical Colleges	1	X			X	X		2								
State University Board	1	X			X	X		2								

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E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
MISSISSIPPI (N/A)																
MISSOURI																
Coordinating Board for Higher Education																
Board of Curators, University of Missouri	1	X			X		X	2								
Board of Curators, Lincoln University	1	X			X		X	2								
Board of Governors, Northeast Missouri State University	1	X			X		X	2								
Board of Regents State Universities (4 Boards)	1	X			X		X	2								
Board of Regents, State Colleges (3 Boards)	1	X			X		X	2								
Board of Trustees, Public Community Colleges (12 Boards)																
MONTANA																
Board of Regents of Higher Education	1	X			X	X										
NEBRASKA																
Board of Regents, University of Nebraska (multicampus)	4		X				X	1								
Board of Trustees of Nebraska State College	3	X					X	1								

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
NEVADA (N/A)																
NEW HAMPSHIRE																
Postsecondary Education Commission	3	X				X		1								
Board of Trustees, Univ. of New Hampshire System (multicampus)	1	X				X		5								
NEW JERSEY																
Board of Governors, Rutgers, The State University (multicampus)	1			X			X	1	2			X			X	1
County Colleges (19 boards)	1		X		X		X	1								
State Colleges (9 boards)	2		X		X	X	X	2								
NEW MEXICO																
Commission on Higher Education	2	X			X	X	X	1								
NEW YORK																
Board of Trustees, State University of New York	1		X		X	X		1								
Board of Trustees, City University of New York	1		X		X	X		1	1		X		X		X	1
NORTH CAROLINA																
Board of Governors, University of North Carolina	1				X		X									

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
	Number	Appointed/ Elected by: Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Appointed/ Elected by: Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
NORTH DAKOTA																
North Dakota University System	1			X	X		X	1	1		X				X	1
OHIO (N/A) (See Table D footnote 44)																
OKLAHOMA (N/A)																
OREGON																
State Board of Education																
State Board of Higher Education	2	X			X	X		2								
PENNSYLVANIA																
Board of Governors, State System of Higher Education	3	X			X	X										
Board of Trustees, Pennsylvania State Univ	1	X				X		3								
Board of Trustees, Univ of Pittsburgh	1	X				X		4								
Board of Trustees, Temple University	1	X				X		4								
Board of Trustees, Lincoln University	1	X				X		4								
RHODE ISLAND	1	X				X		2								
SOUTH CAROLINA																
Trustees of Winthrop University	1			X			X	1	1		X				X	2

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E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Governor	Students	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Governor	Faculty	Other	Authorized by Statute	Voting	Non-Voting	Terms of Office (Years)
SOUTH DAKOTA																
Board of Regents	1	X			X	X		2								
TENNESSEE (See Table D footnote 56)																
Board of Regents, State University and Community College System (multicampus)	1	X				X		1								
Board of Trustees, Univ of Tennessee (multicampus)	1	X				X		1								
TEXAS (N/A)																
UTAH																
State Board of Regents	1	X			X	X		1								
VERMONT																
Board of Trustees, University of Vermont and State Agricultural College	2		X		X	X		2								
Board of Trustees, Vermont State College	1		X		X	X		1								
VIRGINIA (N/A) (See Table D footnote 60)																
WASHINGTON																
Board of Regents, University of Washington			X				X	1	1		X				X	1
Board of Trustees, Evergreen State College	1			X			X	1	1		X				X	1

E. Student and Faculty Membership—Central State Coordinating and/or Governing Boards and Public Institutional and Multicampus Governing Boards

Name of Agency or Board	Student Members								Faculty Members							
		Appointed/ Elected by								Appointed/ Elected by						
	Number	Gover-nor	Students	Other	Autho-rized by Statute	Voting	Non-Voting	Terms of Office (Years)	Number	Gover-nor	Faculty	Other	Autho-rized by Statute	Voting	Non-Voting	Terms of Office (Years)
WEST VIRGINIA																
Board of Trustees, University System of West Virginia	1		X		X	X		1	1		X		X	X		1
Board of Directors, State College System	1		X		X	X		1	1		X		X	X		1
WISCONSIN																
Board of Regents, University of Wisconsin System	1	X			X	X		2								
WYOMING																
Board of Trustees, University of Wyoming	1		X		X		X	1								
DISTRICT OF COLUMBIA																
Board of Trustees, the University of the District of Columbia	1		X			X		1								
Board of Governors of the District of Columbia School of Law	0								0							
Subcommittee on Postsecondary Education, DC Advisory Committee on Education																
PUERTO RICO																
Board of Governors	1		X		X	X		1	2		2		X	X		1

SECTION F.

State-Level Agencies and Committees

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
ALABAMA	Commission on Higher Education	State Board of Education	Council for the Advancement of Private Colleges in Alabama; Alabama Assn. of Independent Colleges and Universities	State Dept. of Education	Commission on Higher Education	Planning Liaison Group; Council of Presidents; Council of Chief Academic Officers; Title II Advisory Committees; Council of Deans of Education
ALASKA	Commission on Postsecondary Education	State Board of Education	None	Commission on Postsecondary Education	Postsecondary Education Commission	Executive Committee; Community College Advisory Committee; Student Financial Aid, Institutional Authorization and Vocational Education Committees
ARIZONA	Commission on Postsecondary Education	State Board of Education	None	State Board for Private Postsecondary Education	Commission for Postsecondary Education	Vocational Education Committee of the State Board of Vocational Education
ARKANSAS	Arkansas Dept. of Higher Education	State Board of Education	Arkansas Council of Independent Colleges and Universities	State Board of Private Career Education—out-of-state and proprietary institutions that grant college degrees or credit and out-of-state and proprietary institutions that offer non-degree vocational and technical programs	Department of Higher Education	
CALIFORNIA	California Student Aid Commission	State Board of Education; responsibilities executed by Joint Committee on Vocational Education	Assn. of Independent California Colleges and Universities	Council for Private Postsecondary and Vocational Education	Postsecondary Education Commission	Intersegmental Coordinating Council; Special Interest Committees; Postsecondary Education Commission Educational Roundtable

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
COLORADO	Commission on Higher Education and Colorado Student Loan Program	State Board for Community Colleges and Occupational Education	Independent Higher Education of Colorado	Commission on Higher Education—private institutions; State Board for Community Colleges and Occupational Education—private vocational schools	Commission on Higher Education	Statutory Advisory Committee; Colorado Commission on Achievement in Education
CONNECTICUT	Board of Governors; Connecticut Student Loan Foundation	State Board of Education	Connecticut Conference of Independent Colleges	Board of Governors for Higher Education	Department of Higher Education	Advisory Committee
DELAWARE	Higher Education Commission	State Board of Education	Delaware Association of Independent Colleges	State Department of Public Instruction	Higher Education Commission	
FLORIDA	State Department of Education	State Board of Education	Independent Colleges and Universities of Florida, Inc.	Board of Independent Colleges and Universities, State Dept. of Education—private degree-granting institutions; Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools—vocational-technical and proprietary schools	Department of Education	Commissioners Articulation Coordinating Committee; Postsecondary Education Planning Commission
GEORGIA	Georgia Student Finance Commission	State Board of Technical and Adult Education	Assn. of Private Colleges and Universities in Georgia	Non-Public Postsecondary Education Commission	Non-Public Postsecondary Education Commission	Liaison Committee: Board of Regents and State Board of Education and Board of Regents and State Board of Technical and Adult Education
HAWAII	Board of Regents of the University of Hawaii	Board of Regents of the University of Hawaii	Hawaii Assn. of Independent Colleges and Universities	State Dept. of Education	State Postsecondary Education Commission	Vocational Education Coordinating Advisory Council; State Council on Vocational Education

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
IDAHO	State Board of Education	State Board of Education	None	State Dept. of Education—vocational-technical and proprietary schools; none for private degree-granting institutions	State Board of Education	Professional Standards Commission; Advisory Council for Eastern Idaho Technical College
ILLINOIS	Illinois Student Assistance Commission	State Board of Education	Federation of Independent Illinois Colleges and Universities	State Board of Education; Board of Higher Education; Dept. of Prof. Reg.	Student Assistance Commission; Board of Higher Education	Joint Education Committee
INDIANA	State Student Assistance Commission of Indiana	Commission on Vocational and Technical Education	Independent Colleges of Indiana—private colleges and universities; Association of Private Schools —private trade, business and technical schools	Indiana Commission on Proprietary Education	Commission for Higher Education	Higher Education Council; Ad Hoc Committee; Research Advisory Council
IOWA	Iowa College Student Aid Commission	State Board of Education	Iowa Assn. of Independent Colleges and Universities	State Board of Education—2-year public postsecondary vocational-technical; Secretary of State—out-of-state institutions; none for private degree-granting and vocational-technical institutions	Coordinating Council for Post-High School Education	Iowa Coordinating Council for Post-High School Education
KANSAS	Board of Regents	State Board of Education	Associated Independent Colleges of Kansas	State Dept. of Education—vocational-technical and proprietary institutions; Board of Regents—new instate degree-granting institutions and out-of-state institutions	State Board of Education	Statutory student advisory committee; Legislative Educational Planning Committee

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
KENTUCKY	Higher Education Assistance Authority	State Board for Adult and Technical Education	Council of Independent Kentucky Colleges and Universities	Council on Higher Education —private degree-granting institutions; State Board for Proprietary Education—proprietary institutions	Council on Higher Education	
LOUISIANA	Office of Student Financial Assistance	State Board of Elementary and Secondary Education	Louisiana Assn. of Independent Colleges and Universities	State Board of Elementary and Secondary Education—vocational-technical and proprietary schools; Board of Regents for proprietary schools which offer academic degrees	Postsecondary Review Commission	Board of Regents/Board of Elementary and Secondary Education hold two joint meetings per year
MAINE	State Department of Education	Board of Trustees for the Vocational/ Technical Institutions	None	State Board of Education and the State Department of Education	Department of Education	
MARYLAND	Higher Education Commission and Higher Education Loan Corp.	State Board of Education	Maryland Independent College and University Association	State Higher Education Commission	Higher Education Commission	Educational Coordinating Committee
MASSACHUSETTS	Higher Education Coordinating Council and the Massachusetts Higher Education Assistance Corp.	Massachusetts Board of Education	Assn. of Independent Colleges and Universities in Massachusetts	Higher Education Coordinating Council	Higher Education Coordinating Council	Committee on Educational Policy
MICHIGAN	Michigan Higher Education Assistance Authority	State Board of Education	Assn. of Independent Colleges and Universities	State Board of Education	State Department of Education	

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
MINNESOTA	Higher Education Coordinating Board	State Board of Technical Colleges	Minnesota Private Colleges Council; Minnesota Consortium of Theological Schools; Minnesota Assn. of Private Postsecondary Schools	Higher Education Coordinating Board—private degree-granting institutions; vocational-technical and proprietary schools	Higher Education Coordinating Board	State Council for Vocational Education
MISSISSIPPI	Mississippi Postsecondary Education Financial Assistance Board; Mississippi Guarantee Student Loan Agency; Board of Trustees	State Board of Education	Mississippi Assn. of Independent Colleges	Commission on College Accreditation—public and private degree-granting institutions; Commission on Proprietary School and College Registration—proprietary schools; Board of Trustees of State Institutions of Higher Learning—nursing programs	Board of Trustees of State Institutions of Higher Learning	
MISSOURI	Dept. of Higher Education	State Board of Education	Independent Colleges and Universities of Missouri	Department of Higher Education—selected proprietary and out-of-state institutions; State Board of Education—teacher education programs and law schools	Coordinating Board for Higher Education	Missouri School College Relations Commission; Advisory Committee
MONTANA	Office of the Commissioner of Higher Education	State Board of Education	None	Board of Regents of Higher Education—private degree-granting institutions; State Dept. of Business Regulation—proprietary schools	Systems of Higher Education	Joint Curriculum Committee for Teacher Preparation and Certification; Joint long-range planning committee
NEBRASKA	Coordinating Commission for Postsecondary Education	State Board of Education	Nebraska Assn. of Independent Colleges and Universities	State Board of Ed.—most proprietary institutions; Coordinating Commission for Postsecondary Education—new two-year and four-year colleges and universities and out-of-state institutions	Coordinating Commission for Postsecondary Education	

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
NEVADA	Nevada Department of Education	State Board of Education	Nevada Association of Private Schools	Commission on Postsecondary Education	University and Community College System of Nevada	
NEW HAMPSHIRE	Postsecondary Education Commission	State Board of Technical Education	None	Postsecondary Education Commission	Postsecondary Education Commission	
NEW JERSEY	Department of Higher Education	State Board of Education	Association of Independent Colleges and Universities	Board of Higher Education—licenses institutions to offer college credit-bearing coursework; State Dept. of Education—licenses vocational/technical and noncollegiate proprietary schools; Board of Higher Education—approves all degree program offerings in New Jersey except those at seven New Jersey colleges and universities established before 1887	Department of Higher Education	Education Coordinating Council; Commission on Science and Technology; State College Governing Boards Association; Council of County Colleges
NEW MEXICO	New Mexico Educational Assistance Foundation	State Board of Education	Council of Independent Colleges and Universities of New Mexico	Commission on Higher Education—private and proprietary schools	Commission on Higher Education	
NEW YORK	New York State Higher Education Services Corporation	Regents of the University of the State of New York	Commission on Independent Colleges and Universities	Regents of the University of the State of New York	Regents of the University of the State of New York	Regents of the University of the State of New York

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
NORTH CAROLINA	North Carolina State Education Assistance Authority	State Board of Education	North Carolina Association of Independent Colleges and Universities	Board of Governors of the University of North Carolina—non-public degree-granting educational institutions; State Board of Community Colleges—non-public non-degree-granting institutions	State Postsecondary Eligibility Review Commission	
NORTH DAKOTA	North Dakota Student Financial Assistance Program and Bank of North Dakota	State Board of Public School Education	North Dakota Council of Independent Colleges	State Board of Vocational Education	North Dakota University System	
OHIO	Ohio Student Aid Commission	State Board of Education	Association of Independent Colleges and Universities	Board of Regents—private degree-granting institutions; Department of Education—vocational schools; Board of School and Proprietary Registration—proprietary schools	Ohio State Postsecondary Review Entity; Ohio Board of Regents	Ohio Inter-university Council; Ohio Association of Community Colleges
OKLAHOMA	State Regents for Higher Education	State Board of Vocational and Technical Education	Oklahoma Assn. of Independent Colleges and Universities	State Regents for Higher Education—public and private degree-granting institutions; Dept. of Vocational and Technical Education—secondary level vocational-technical institutions; Oklahoma Board of Private Schools—proprietary institutions	State Regents for Higher Education	
OREGON	Oregon State Scholarship Commission	State Board of Education	Oregon Independent Colleges Association	Office of Educational Policy & Planning—private degree-granting institutions; State Board of Education—private vocational schools	Office of Educational Policy and Planning; State System of Higher Education	Joint Boards of Education and Higher Education

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
PENNSYLVANIA	Pennsylvania Higher Education Assistance Agency	State Board of Education	Commission for Independent Colleges and Universities of Pennsylvania	State Department of Education	State Department of Education	Professional Standards and Practices Commission
RHODE ISLAND	Rhode Island Higher Education Assistance Authority	Dept. of Elementary and Secondary Education	Rhode Island Independent Higher Education Association	Board of Governors for Higher Education	Office of Higher Education	
SOUTH CAROLINA	Higher Education Tuition Grants Commission	State Board of Education	Independent Colleges and Universities of South Carolina, Inc.	Commission on Higher Education—private degree-granting institutions; non-degree proprietary institutions	Commission on Higher Education	Advisory Council of Public College and University Presidents; Advisory Council of Private College Presidents
SOUTH DAKOTA	Office of the Secretary of Education and Cultural Affairs	State Board of Vocational Education	South Dakota Assn. of Private Colleges	Secretary of Education and Cultural Affairs	Board of Regents	South Dakota Post High School Coordinating Council
TENNESSEE	Tennessee Student Assistance Corp.	State Board of Education (K-12)	Tennessee Independent Colleges and Universities	Tennessee Higher Education Commission	Higher Education Commission	Annual Joint Meeting of Higher Education Commission and Board of Education
TEXAS	Student Services Div. of the Texas Higher Education Coordinating Board	State Board of Education	Independent Colleges and Universities of Texas, Inc.	Texas Education Agency—degree approval for proprietary institutions; Higher Education Coordinating Board—public and private postsecondary degree-granting institutions	Higher Education Coordinating Board	Joint Advisory Committee; Joint Task Force on Teacher Prep. Associate of Applied Science Degree Programs

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
UTAH	State Board of Regents	State Board of Education	None	State Board of Regents	Utah State Board of Regents	Statewide Committee of Deans of Education; State Advisory Committee on Teacher Education; Liaison Committee from members and staffs of State Board of Regents; Advisory Committee on Telecommunications
VERMONT	Vermont Student Assistance Corp.	State Board of Education	Association of Vermont Independent Colleges	State Board of Education	Vermont Higher Education Council	
VIRGINIA	Council of Higher Education; Virginia Student Assistance Authority (Stafford Loan program)	State Board of Education	Council of Independent Colleges in Virginia	State Council of Higher Education—private degree-granting and out-of-state institutions; State Dept. of Education—vocational-technical & non-degree granting proprietary institutions	State Council of Higher Education	State Advisory Committee on Teacher Education; Admissions and Articulation Advisory Committee
WASHINGTON	Higher Education Coordinating Board	Workforce Training and Education Coordinating Board	Washington Friends of Higher Education and Independent Colleges of Washington	Higher Education Coordinating Board—non-accredited degree-granting institutions; Workforce Training and Education Coordinating Board—private, non-accredited vocational schools	Higher Education Coordinating Board	Washington Council on High School/College Relations; Intercollege Relations Commission
WEST VIRGINIA	Central Office, State College and University Systems of West Virginia	Joint Commission for Vocational-Technical-Occupational Education	West Virginia Assn. of Private Colleges	Board of Directors of The State College System for vocational-technical and proprietary institutions	Central Office of the State College and University Systems of West Virginia	Advisory Council of Classified Employees; Advisory Council of Faculty; Advisory Council of Students

F. State-Level Agencies and Committees

State	State Student Assistance and Loan Agencies	State Board of Vocational Education	State-Level Organization of Private Colleges and Universities	Licensure/Approval Agencies	State Postsecondary Review Entity	Other Statewide Advisory Groups
WISCONSIN	State of Wisconsin Higher Educational Aids Board; Great Lakes Higher Education Corporation	Wisconsin Technical College System Board	Wisconsin Assn. of Independent Colleges and Universities	Educational Approval Board —proprietary schools	Council on Financial Aids (Multiple agency participation with administration and staffing by Higher Educational Aids Board)	Council on Financial Aids (Multiple agency participation with administration and staffing by Higher Educational Aids Board)
WYOMING	Community College Commission	State Board of Education	None	State Dept. of Education	Department of Education	
DISTRICT OF COLUMBIA	Office of Postsecondary Education, Research and Assistance	District of Columbia Board of Education	See State Structure description	Education Licensure Commission	Office of Education	District of Columbia Advisory Committee on Education
PUERTO RICO	Council on Higher Education	Council on Occupational and Technological Education	Puerto Rico Association of Independent Colleges and Schools	Council on Higher Education	Council on Higher Education	Council on General Education (K-12); Institute of Education Reform

PART II

Narrative Profiles of State Postsecondary Education Structures

ALABAMA

State-Level Coordinating and/or Governing Agency

The Commission on Higher Education, the statutory coordinating agency for public higher education, was established in 1969. The commission is composed of 12 members, 10 of whom are appointed by the governor and one each by the lieutenant governor and speaker of the house. All are subject to confirmation by the senate. No more than two members can be from any one congressional district and each is charged with representing the state as a whole. Each serves a nine-year term of office. The statutory authority of the commission includes planning, coordination, budget review for individual institutions and recommendations of a consolidated budget and program review for the state's public senior and junior institutions. Program review involves new program approval authority for all public postsecondary institutions. The commission has advisory authority relative to the review of existing programs. The commission also has approval authority for off-campus instruction and programs offered in the state by non-resident institutions.

Institutional Governing Boards

The state has two multicampus governing boards established by the state constitution with powers delineated by the state legislature — the Board of Trustees of the University of Alabama for three senior institutions and the Board of Trustees of Auburn University for two senior institutions. The Troy State University Governing Board governs three senior institutions and each of five other state universities has a separate governing board. One upper-division college, three junior colleges, 18 community colleges and 11 technical colleges or institutes are governed by the State Board of Education.

Master Planning

The commission developed and published a statewide plan entitled *Investing in Alabama's Future: State-Level Strategic Objectives for Higher Education*. The plan, published in 1991, includes four goals and

26 objectives. Projects have been initiated to reach objectives. In addition to the statewide plan, the commission receives a five-year plan, annually updated, from each institution. The five-year plans include new program development projections.

State Student Assistance and Loan Agencies

A state student assistance program was established in 1975 and is administered by the commission. The state participates in the Federal-State Student Incentive Grant (SSIG) Program, a state tuition equalization program established in 1978 to provide direct assistance to resident students of certain private institutions in the state. Additionally, legislation was passed in May 1980 authorizing the establishment of a guaranteed student loan program to be administered by the commission. This program became operational in March 1981. The commission also administers the Alabama Student Grant Program, Alabama National Guard Educational Assistance Program, the Appalachian Youth Scholarship Program, and the Technology Scholarship Program for Alabama Teachers.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Council for the Advancement of Private Colleges in Alabama and the Alabama Association of Independent Colleges and Universities serve as state-level organizations representing 18 private colleges and universities within the state.

Licensure/Approval Agencies/SPRE

The State Department of Education has approval/licensing authority for vocational/technical schools, non-degree-granting proprietary schools and non-accredited degree-granting institutions. The Commission on Higher Education is the designated State Postsecondary Review Entity.

ALASKA

State-Level Coordinating and/or Governing Agency

The University of Alaska, established in 1917, is the single public institution of higher education in the state. The Board of Regents, constitutionally founded, consists of 11 members appointed by the governor and approved by the legislature, ten of which serve eight-year terms and one, a student, serves for two years. The board has statutory authority for all public higher education, including three regional universities.

A restructuring in the mid-1980s eliminated the position of college president and the separate community boards at ten of the 11 community colleges. These colleges were grouped into three districts and now serve as branch institutions of the three campuses of the University of Alaska in Fairbanks, Anchorage, and Juneau. The community of Valdez was able to retain independent status for its community college and its own governing board by agreeing to underwrite 30 percent of the school's cost.

The Commission on Postsecondary Education was established by statute in 1974 as the coordinating agency for all postsecondary institutions and programs. There are 14 members of the commission: two members from the legislature, two members from the regents of the University of Alaska, one member from the governing body of a private institution, one member representing proprietary institutions, one member representing the State Board of Education, one member representing the State Advisory Council on Community Colleges, one student member and five members broadly and equitably representative of the general public. The five general public members are appointed by the governor with approval of the legislature and the other nine members are designated by their respective agencies.

The commission's responsibilities include: (1) to coordinate the development of comprehensive plans for the orderly, systematic growth of public and private postsecondary education, including community colleges and occupational education, and to submit recommendations on the need for and location of new facilities and programs; (2) to provide advisory services to the governor, the legislature, other state and federal officials and to the governing boards of public and private institutions of higher education; (3) to review and comment on the annual budgets and capital outlay requests of the public university and private colleges; (4) to function as the state agency for appropriate sections and titles of the Higher Education Act of 1965; and (5) to serve as adjudicator when necessary in consortia agreements. The commission is not a cabinet department and its executive director is appointed by and serves at the pleasure of the commission.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

The Commission on Postsecondary Education is statutorily required to develop a comprehensive statewide plan for coordinated postsecondary education in Alaska. A six-year plan was updated in 1991.

State Student Assistance and Loan Agencies

The Alaska Student Loan Program, the Alaska Teacher Scholarship Loan Program, the Family Education Loan Program, the WICHE student exchange, the WICHE Western Undergraduate Exchange and graduate fellows program and the State Education Incentive Grant Program are administered by the Commission on Postsecondary Education.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education. The Commission on Postsecondary Education has statutory authority for the planning of postsecondary vocational education. The state's regional universities offer vocational education programs under the authority of the Board of Regents.

State-Level Organization of Private Colleges and Universities

Alaska has three private postsecondary institutions and there is no state organization for private institutions.

Licensure/Approval Agencies/SPRE

The Commission on Postsecondary Education has licensure and approval authority for all institutions of postsecondary education and approves all programs and institutions enrolling students receiving veteran's benefits. The Postsecondary Education Commission is the designated State Postsecondary Review Entity.

Statutory Advisory Committees and/or Task Forces

Although there are no advisory committees to the state-level agency established by statute, the Commission on Postsecondary Education has statutory authority to establish any such committees to advise and assist the commission in carrying out its assigned functions. The standing committees of the commission presently include the executive committee and the committees on student financial aid, institutional authorization and vocational education.

ARIZONA

State-Level Coordinating and/or Governing Agency

There are two statewide boards in Arizona for public-supported institutions — one for the universities and one for community colleges. The Arizona Board of Regents was created to govern the three universities in 1945. The board is composed of 11 members, eight appointed by the governor with the consent of the state senate, who each serve for eight-year terms, and a student appointed by the governor with the consent of the senate who serves for a one-year term. The governor and state superintendent of public instruction serve as voting ex-officio members. The board has jurisdiction, control and broad general administrative powers as provided by the state constitution and statutes. Their responsibilities include coordination, planning, budget review and approval and program approval as well as other functions. Although the board is not a formal cabinet department, a close coordinating relationship between the governor's office and the major state government department heads is maintained through frequent planning sessions. The executive director of the Board of Regents represents the universities at these meetings.

The State Board of Directors for Community Colleges coordinates 10 community college districts consisting of 18 campuses. The board is composed of 17 members, 15 appointed by the governor for seven-year terms, and two serving as ex-officio members.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

There is no comprehensive statewide master plan for higher education in Arizona. Planning is a major responsibility of each governing board and the Board of Regents. Plans are coordinated with the executive branch and the legislature but are not approved by them.

Planning Commission

The Commission for Postsecondary Education was created by executive order to assume the planning responsibilities under Section 1202 and 1203 of the Education Amendments of 1972 and to administer other assigned programs. The commission continues in existence. The commission is composed of 13 members appointed by the governor. Of these members, one represents the general public, four represent public institutions, six represent private/non-profit and proprietary institutions, and two represent secondary education.

State Student Assistance and Loan Agencies

Legislation has been adopted to permit direct state appropriations for matching Federal/State Student Incentive Grant funds. These are administered by the Commission on Postsecondary Education.

State Board of Vocational Education

The State Board of Education serves as the State Board of Vocational Education. In Arizona all less-than-baccalaureate programs are under governing boards for institutions of higher education. However, to the extent that any of these are occupational programs offered by institutions designated as area vocational schools, these programs are under the supervision of the State Board of Education.

State-Level Organization of Private Colleges and Universities

The private colleges in Arizona do not have a state-level organization.

Licensure/Approval Agencies/SPRE

The State Board for Private Postsecondary Education has private authority over vocational-technical and proprietary schools. The board has seven members appointed by the governor and the superintendent of public instruction serves ex-officio. The Commission for Postsecondary Education is the designated State Postsecondary Review Entity.

ARKANSAS

State-Level Coordinating and/or Governing Agency

The Arkansas Department of Higher Education, established in 1971, functions as a statutory cabinet department of the state government and is charged with the coordination of postsecondary education in Arkansas. The department replaced the Commission on Coordination of Higher Educational Finance, which was established in 1962. The department administers the policies set by the State Board of Higher Education, which is composed of 13 lay members appointed by the governor and confirmed by the senate. Each member serves a 10-year term of office. The state board has statutory responsibility for planning and coordination for public junior and senior institutions, except for vocational-technical institutes, which are the responsibility of the Division of Vocational and Technical Education in the Department of Education. Also, consideration is given to independent and proprietary postsecondary schools within this planning. The state board has statutory responsibility for budget review and recommendation and for approval of new and existing degree programs for the public junior and senior institutions (except vocational-technical institutes). The executive officer of the agency is nominated by the board and is confirmed by and serves at the pleasure of the governor.

Institutional Governing Boards

Arkansas has six public senior institutional governing boards whose powers are delineated in the constitution. The University of Arkansas Board, the Southern Arkansas University Board, and the Arkansas State University Board are responsible for multiple campuses, and the other boards each govern a single institution. The number of members on the boards range from five to ten and all are appointed by the governor and confirmed by the senate. The 10 community colleges each have local boards consisting of nine members elected from within the taxing district. Ten technical colleges each have a local board of seven members appointed by the governor.

Master Planning

The most recent master plan, *Arkansas Higher Education Plan: 1989-1994*, was completed in 1989. It was revised in 1992 and every two years thereafter.

State Student Assistance and Loan Agencies

The Arkansas Department of Higher Education administers the State Student Assistance Grant Program, the Arkansas Challenge Scholarship Program, the Arkansas Governor's Scholars Program, the Emergency Secondary Education Loan Program (Math/Science), the Teacher and Administration Grant Program, the Paul Douglas Teacher Scholarship Program, and grant programs for dependents of policemen, firemen, and military personnel killed in the line of duty. In addition, Arkansas has a state guaranteed loan program under the federally-insured loan program.

State Board of Vocational Education

The State Board of Education serves as the State Board for Vocational Education. Legislation passed by the General Assembly in 1981 created two divisions within the Department of Education — the Division of General Education and the Division of Vocational and Technical Education — each headed by a director and each reporting directly to the State Board of Education. The Division of Vocational and Technical Education operates 24 postsecondary vocational-technical schools and is responsible for program and budget coordination of all vocational-technical programs at all levels.

Licensure/Approval Agencies/SPRE

Out-of-state and proprietary institutions must be licensed by the State Board of Higher Education for degrees and college credit courses and by the State Board of Private Career Education for vocational and technical programs that do not grant degrees or offer college-level courses. The Department of Higher Education is the designated State Postsecondary Review Entity.

CALIFORNIA

State-Level Coordinating and/or Governing Agency

On April 1, 1974, the California Postsecondary Education Commission assumed the budget and staff of the Coordinating Council for Higher Education, but the commission's duties and powers were greater than those assigned to its predecessor. The commission is not a regulatory agency or governing board. Rather, it is an advisory group to the legislature, governor and postsecondary institutions regarding major educational policies. It is required to establish a statewide database containing extensive information gathered from all institutions, public and private. The commission has statutory authority to review institutional budgets, to advise on the need for and location of new campuses, and to review all proposals for new academic programs in the public sector. The commission's primary purpose is to prevent unnecessary duplication and to coordinate efforts among the educational segments. The commission's efforts are directed by its work plan, which sets out educational goals and statewide issues, particularly those that concern large numbers of colleges, universities and proprietary schools.

The commission is composed of 17 members, nine of whom are appointed from the general public: three by the governor, three by the senate rules committee, and three by the assembly's speaker. Six members represent various sectors of education: one member from the Board of Regents of the University of California, one member from the Board of Trustees of the California State University, one member from the Board of Governors of the California Community College, one member from the State Board of Education, one member from the Council for Private Postsecondary and Vocational Education, and one member appointed by the governor to represent independent California colleges and universities. The remaining two members are students, both appointed by the governor. California does not have a state office of secretary of education, and the commission is not a cabinet department. The executive officer is appointed by the commission and serves at its pleasure.

Institutional Governing Boards

Institutional governing boards in the state include: (1) the Board of Regents of the University of California, exercising constitutional powers over nine public senior colleges, three research laboratories and numerous agricultural extension stations; (2) the Board of Trustees of the California State University and Colleges, exercising statutory authority over 20 public senior colleges; and (3) 71 local community college district boards of trustees responsible for governing the 107 public two-year colleges; general direction and leadership is provided at the state level by the Board of Governors of the California Community Colleges.

Master Planning

The 1973 California legislature charged the Postsecondary Education Commission with a number of significant responsibilities relating to the planning and coordination of all segments of postsecondary education. By statute, the commission is charged with integrating the individual segmental plans into a statewide five-year plan for postsecondary education. The plan is updated annually. Recently, the commission has chosen not to publish a "plan" per se but rather planning documents, such as *Education at the Crossroads.*

State Student Assistance and Loan Agencies

The California Student Aid Commission administers student scholarship and grant programs. This commission has established a state student loan guarantee agency for the federal guaranteed student loan program pursuant to the Education Amendments of 1976. California participates in the Federal/State Student Incentive Grant Program.

State Board of Vocational Education

In California, the State Board of Education has been designated by the federal government as the State Board of Vocational Education. Most responsibilities, however, are executed by a Joint Committee on Vocational Education which has equal representation from both the Board of Education and the Board of Governors of the California Community Colleges.

State-Level Organization of Private Colleges and Universities

The Association of Independent California Colleges and Universities (AICCU) represents 61 of the more than 300 independent colleges and universities in the state. All member institutions of the AICCU are regionally accredited and account for 8% of the enrollment in accredited independent California institutions.

Licensure/Approval Agencies/SPRE

The Council for Private Postsecondary and Vocational Education has approval and licensing authority for both degree-granting and non-degree granting postsecondary programs, schools, colleges and universities within the state that are unaccredited. The Postsecondary Education Commission is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

A voluntary Intersegmental Coordinating Council is composed of secondary school personnel, and representatives of the various segments of postsecondary education and of the Postsecondary Education Commission. In addition to an annual statewide meeting, committees operate in special interest areas throughout the year.

Statutory Advisory Committees and/or Task Forces

A seven-member advisory committee to the Postsecondary Education Commission and its director were created by the statute which created the Postsecondary Education Commission. The members include the chief executive officers (or their designees) of the University of California, the California State University and Colleges and the California Community Colleges; the Superintendent of Public Instruction or his or her designee; an executive officer from the independent colleges and universities; and the Council for Private Postsecondary and Vocational Education Institutions.

The Educational Roundtable

The Postsecondary Education Commission Educational Roundtable consists of the president of the University of California, the chancellor of California State University, the chancellor of the California Community Colleges, the president of the Association of Independent Colleges and Universities, the superintendent of public instruction, and the executive director of the California Postsecondary Education Commission. It is an informal discussion group which meets three to five times annually as needed.

COLORADO

State-Level Coordinating and/or Governing Agency

The Commission on Higher Education is the statutory agency for planning and coordination of higher education in Colorado. The commission was established in 1965 and its responsibilities were amended in 1970 and in several later years. Reflecting legislative desire for more centralized policy and coordination of the state's public higher education, the existing commission was abolished and re-established by the 1985 legislature. The commission consists of nine public members appointed by the governor with the consent of the senate, each serving four-year terms. Among its responsibilities are to: (1) develop percentages of total state allocation for each governing board of higher education and present its decisions to the governor and legislature; (2) review and approve new academic and vocational program proposals; (3) define geographic and programmatic service areas for extension offerings; (4) prescribe uniform standards for development of capital construction programs, review and approve program plans for capital construction projects or property leasing and recommend capital construction and funding priorities to the legislature and governor; (5) establish enrollment policies and differentiated admission and program standards consistent with institutional roles and missions; (6) develop, establish review criteria, and distribute allocations for institutional quality incentive grants recognizing centers for excellence; (7) establish and enforce student transfer agreements including those resulting from reciprocal interstate exchanges; (8) adopt and implement affirmative action policies for the commission, governing boards and institutions; (9) undertake statistical, programmatic and other higher education studies; (10) pursue foundation and other grants for state programs; and (11) seek cooperation and advice of public and private institutions and governing boards in the state. The executive director is appointed by the governor and approved by the legislature; serves as a member of the governor's cabinet; and is by statute the executive director of the Department of Higher Education. This Department comprises the commission, the state's public institutions of higher education, the State Historical Society, the Council for the Arts and Humanities, the Colorado Student Loan Guarantee Division, and the Division of Private Occupational Schools.

Institutional Governing Boards

Colorado's public higher education institutions are under the direction of six governing boards. The regents of the University of Colorado (the only publicly-elected governing board) are responsible for the operation of the university on its four campuses in Boulder, Colorado Springs, Denver (Auraria) and at the Health Sciences Center in Denver. The Board of Agriculture serves as the governing board for Colorado State University, for the University of Southern Colorado and for Fort Lewis College. The Colorado School of Mines and the University of Northern Colorado each has its own Board of Trustees. The trustees of the State Colleges are charged with the governance of four institutions: Adams State College, Mesa State College, Metropolitan State College and Western State College. The 11 institutions comprising the state system of community colleges are under the control of the State Board for Community Colleges and Occupational Education, which also serves as the state's board for vocational education, and has oversight for much of the programming of the state's four local district colleges and 22 area vocational schools. This board also serves as the state's approving agency for veterans' programs. In addition, a Board of Directors of the Auraria Higher Education Center has certain special responsibilities with respect to non-academic programming at the University of Colorado at Denver, Metropolitan State College and the Community College of Denver.

Master Planning

The Commission on Higher Education has responsibility to develop and maintain a comprehensive plan for public higher education in Colorado in consideration of the needs of the state, the role of individual public and private institutions and the state's ability to support higher education. In fulfillment of this responsibility, the commission completed and presented to the legislature in February 1978 a master plan for higher education entitled, *A Plan and a Process for Postsecondary Education in Colorado, 1978-79 through 1982-83: Access and Quality*. A master plan for 1983-84 through 1986-87 was published in July 1983. New master plans were published for the five-year periods 1987 through 1992, and 1993 through 1998.

State Student Assistance and Loan Agencies

The Commission on Higher Education administers the Colorado work-study program and several grant assistance programs funded by legislative appropriations. The Colorado Guaranteed Student Loan Program became effective on February 15, 1980. A Colorado Alternative Student Loan Program was established in Fall 1985.

State Board of Vocational Education

The State Board for Community Colleges and Occupational Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

Independent Higher Education of Colorado is the representative organization for Colorado College, Regis University, and the University of Denver.

Licensure/Approval Agencies/SPRE

The Commission on Higher Education administers the statute applied to the awarding of degrees by private institutions. No approval or licensing authority is conveyed by the law. Under the provisions of Colorado's Private Vocational School Act of 1975, the State Board for Community Colleges and Occupational Education serves as the approval agency for private vocational schools. The Commission on Higher Education is the designated State Postsecondary Review Entity.

Statutory Advisory Committees and/or Task Forces

The commission's statutory advisory committee is composed of 13 members, six of whom represent the legislature; one represents the state faculty; one represents students; and the other five members represent educational or other groups at the commission's discretion. The committee was established for the purpose of suggesting solutions to the problems and needs of higher education.

CONNECTICUT

State-Level Coordinating and/or Governing Agency

The Board of Governors for Higher Education, staffed by the Department of Higher Education, was created March 1, 1983. The Board of Governors consists of 11 lay members, seven of whom are appointed by the governor and four by the leadership of the house and senate, each approving one member. The initial chairman is appointed by the governor for a two-year term. Thereafter, the board elects its own chairman. Board members serve staggered four-year terms. As the coordinating agency for the public higher education system, the Board of Governors is responsible for statewide planning, budget development and policymaking. It is charged with preparing criteria to govern the merger or closure of institutions; making decisions to merge or close institutions; providing for the initiation, consolidation or termination of programs; and evaluating institutional effectiveness. The board also is responsible for preparing annual consolidated operating and capital budgets and for maintaining academic quality through licensure and accreditation of programs and institutions, both public and independent. The commissioner of higher education is appointed by the board and serves at its pleasure.

Institutional Governing Boards

There are four statutory governing boards in Connecticut: (1) the Board of Trustees of the University of Connecticut, responsible for the state's land-grant university, medical center, law school and five branch campuses; (2) the Board of Trustees of the Connecticut State University, responsible for four four-year state universities; (3) the Board of Trustees of the Community-Technical Colleges, responsible for 12 two-year colleges; (4) the Board for State Academic Awards, a non-teaching institution, which is empowered to certify credits and grant degrees as Charter Oak State College.

Master Planning

The Board of Governors is charged to develop a master plan; prepare and update annually five-year operating and facility and capital plans; and implement a special planning process to help resolve serious organizational and operating weaknesses at public institutions. The board also has a comprehensive management information system used in planning for public higher education as of fiscal 1986. The most recent master plan was completed in 1989, with a new one under development in 1994.

State Student Assistance and Loan Agencies

The Board of Governors serves as the state's student financial assistance agency. The board administers seven state-funded student aid programs and participates in the Federal/State Student Incentive Grant Program. A separate agency, the Connecticut Student Loan Foundation, is the state guarantee agency for the Guaranteed Student Loan Program.

State Board of Vocational Education

The State Board of Education serves as the State Board of Vocational Education. The Commissioner of Higher Education serves as an ex-officio member.

State-Level Organization of Private Colleges and Universities

The Connecticut Conference of Independent Colleges serves as the state-level organization for 15 independent colleges and universities.

Licensure/Approval Agencies/SPRE

The Board of Governors for Higher Education has licensing and program approval authority for public and independent degree-granting institutions of higher education as well as for proprietary vocational or technical schools which qualify for degree-granting status. As of July 1993, the department has approval authority for all postsecondary private occupational schools, regardless of degree-granting status. The

Department of Higher Education is the designated State Postsecondary Review Entity.

Statutory Advisory Committees and/or Task Forces

A mandated 22-member advisory committee comprised of trustees, administrators, faculty and students from both public and independent institutions of higher education assists the Board of Governors in performing its statutory function. This committee meets at least twice annually with the board to discuss a mutually agreed upon agenda. Six individuals elected from its membership are able to participate in all board meetings but are non-voting members. The Board of Governors has statutory authority to establish advisory committees related to other responsibilities.

DELAWARE

State-Level Coordinating and/or Governing Agency

Delaware does not have a constitutional or statutory statewide agency for higher education.

Institutional Governing Boards

Delaware has three institutional governing boards: (1) The Board of Trustees of the University of Delaware, with statutory responsibility for one public senior college; (2) the Board of Trustees of Delaware State University, with statutory responsibility for one public senior college; and (3) the Board of Trustees of Delaware Technical and Community Colleges, with statutory authority over four public junior colleges (one community college with four campuses).

Master Planning

No master plan has been developed.

Higher Education Commission

The Delaware Higher Education Commission, established by executive order in 1974 and revised by executive order in 1977 and 1991, consists of 21 members; seven representing the general public and other state departments; six representing public institutions; two representing private institutions; and six ex-officio members. The commission is not a cabinet department and the executive officer is appointed by and serves at the commission's pleasure. The commission conducts planning as a matter of policy for all public senior and junior colleges, public vocational-technical schools and private institutions.

State Student Assistance and Loan Agencies

The Higher Education Commission serves as the state student aid agency and Delaware participates in the Federal/State Student Incentive Grant

Program. Delaware has a state guaranteed loan program also administered by the commission.

State Board of Vocational Education

The State Board of Education serves as the State Board of Vocational Education. In Delaware, all less-than-baccalaureate occupational education programs are supervised by the postsecondary governing boards and no such programs appear to be under the State Board of Education. To the extent that any of the less-than-baccalaureate programs are offered by institutions designated as area vocational schools, these institutions are under the supervision of the state board and responsibility is divided between the governing board and the State Board of Education.

State-Level Organization for Private Colleges and Universities

The Delaware Association of Independent Colleges, established in 1977, is the state-level organization for private institutions.

Licensure/Approval Agencies/SPRE

The State Department of Public Instruction serves as approval authority for all private degree-granting institutions and vocational-technical institutions. Proprietary schools (non-degree granting) are approved by the State Board of Education through the Department of Public Instruction. The Higher Education Commission is the designated State Postsecondary Review Entity.

FLORIDA

State-Level Coordination and/or Governing Agency

The chief policymaking and governing body for public education in Florida is the State Board of Education. The board has seven members, each of whom serves in an ex-officio capacity by virtue of the elected office he or she holds — the governor, secretary of state, state treasurer, attorney general, commissioner of agriculture, state comptroller and commissioner of education — and has constitutionally defined legal status. The board serves as a single governing board for all public education in the state and was established in 1885, with amendments to its structure and responsibilities in 1968. The State Board of Education has statutory responsibility for general budgetary review and making consolidated budget recommendations for all public institutions.

The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses to the State Board of Education and the legislature. The commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the governor, approved by the State Board of Education, and subject to confirmation by the senate.

The major responsibility of the commission is preparing and updating a master plan for higher education every five years. Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the board regarding the need for and location of new programs and branch campuses of public postsecondary education institutions; reviewing public postsecondary education budget requests for compliance with the state master plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Institutional Governing Boards

Under the jurisdiction of the State Board of Education are the Board of Regents of the State University System and the State Board of Community Colleges. The Board of Regents of the State University System was established in 1965, and governs the 10 public senior institutions under statutory authority. The Board of Regents consists of the commissioner of education and 13 other members (including a full-time student). Members of the board are appointed by the governor with the approval of the State Board of Education and consent of the senate. The board has statutory responsibility for planning, institutional budget review, the system-wide legislative request budget, and program approval for all public senior institutions. The Chancellor, who is the chief executive officer of the board, is appointed by and serves at the board's pleasure.

The State Board of Community Colleges was established in 1983 with the necessary powers to exercise responsibility for statewide leadership in overseeing and coordinating the 28 individually-governed public community colleges. The board is comprised of the commissioner of education, one student, and 11 lay citizens appointed by the governor, approved by the State Board of Education, and confirmed by the senate. It is responsible for establishing and developing rules and policies which will ensure the operation and maintenance of a state community college system in a coordinated, efficient, and effective manner. The executive director of the Community College System is appointed by the board and serves at the board's pleasure.

State Student Assistance and Loan Agencies

The State Student Assistance Agency administers student assistance programs under the State Department of Education. Florida participates in the Federal/State Student Incentive Grant Program and guaranteed federally insured loan programs.

State Board of Vocational Education

The State Board of Education is the State Board for Vocational Education.

State-Level Organization of Private Colleges and Universities

The Independent Colleges and Universities of Florida, Inc. serves as the state organization for 18 independent, accredited colleges and universities.

Licensure/Approval Agencies/SPRE

The Board of Independent Colleges and Universities within the State Department of Education has approval and licensing authority for private degree-granting institutions. The Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools has approval authority for all vocational-technical schools and proprietary schools within the state. The Department of Education is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Commissioner's Articulation Coordinating Committee has responsibility for student transfer and articulation issues involving public school districts, community colleges and universities.

GEORGIA

State-Level Coordination and/or Governing Agency

The Board of Regents of the university system of Georgia functions as the single governing board for all public higher education in the state. The board was established in 1931 and the structure and responsibility of the board was made constitutional in 1943. The board consists of 16 members appointed by the governor with the consent of the senate. The membership consists of a representative from each of the state's congressional districts and five members at-large. All members represent the general public and serve seven-year terms of office. The board has constitutional responsibility for planning and coordination, institutional budget review including recommendations for a consolidated budget, and program approval over 15 public two-year institutions, 13 senior colleges and six university-level institutions. Georgia does not have a state office of secretary of education and the board does not function as a cabinet department. The executive officer is appointed by and serves at the pleasure of the board.

In 1983, the governor established by executive order a State Board of Technical and Adult Education; this board was made statutory in 1986. This 15 member board is appointed by the governor with the consent of the senate. All members represent business, industry, or economic development and serve five-year terms. The board has statutory responsibility for leadership, management, and operational control of 32 public postsecondary technical institutions.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

In 1983, the university system completed a year-long assessment of instruction, research and public service needs throughout the state with corresponding projections. The system strategic plan was updated in 1990, and is undergoing revision in 1994.

State Student Assistance and Loan Agencies

The Georgia Student Finance Commission serves as the state student aid agency and Georgia participates in the Federal/State Student Incentive Grant Program. There is a state guaranteed loan program under the federally-insured loan program.

State Board of Vocational Education

Responsibility for vocational education is divided between the State Board of Education and the State Board of Technical and Adult Education.

State-Level Organization of Private Colleges and Universities

The Association of Private Colleges and Universities in Georgia serves as a state organization for 25 private colleges and universities.

Licensure/Approval Agencies/SPRE

The Non-Public Postsecondary Education Commission (administered by the Georgia Student Finance Commission) serves as the licensing and approval agency for private degree-granting institutions, vocational-technical programs and proprietary schools. In addition, this organization is the designated State Postsecondary Review Entity.

HAWAII

State-Level Coordinating and/or Governing Agency

The Board of Regents of the University of Hawaii, established in 1907, serves as the constitutional governing board for the University of Hawaii, a statewide multi-campus system of six community colleges, a complex land-grant university campus, a comprehensive undergraduate campus, and an upper-division campus. The board has statutory authority in all areas of system policy, budgeting, programming, evaluating and governance.

Institutional Governing Boards

The University of Hawaii comprises all public higher education in Hawaii.

Master Planning

In 1984, the University of Hawaii completed a long-range plan for academic and educational development entitled *A Strategy for Academic Quality: 1985-1995*. The strategic plan is a central component of the university's integrated planning system. It sets forth the key dimensions that provide direction for achieving the university's mission over the next 10 years. The Board of Regents undertook a master planning process in 1990 intended to clarify the campus' roles and responsibilities and to ensure institutional responsiveness to emerging state needs. This process resulted in a master plan for the University of Hawaii in 1991.

State Student Assistance and Loan Agencies

The Board of Regents of the University of Hawaii serves as the student assistance agency for institutions of public higher education. The state participates in the Federal/State Student Incentive Grant program. The Stafford Student Loan Program is administered by the United Student Aid Funds, Inc.

State Board of Vocational Education

The Board of Regents serves also as the State Board for Vocational Education with basic responsibility for planning, coordinating and evaluating public vocational education programs at the secondary and postsecondary levels and for requesting and allocating federal funds within the state.

State-Level Organization of Private Colleges and Universities

The Hawaii Association of Independent Colleges and Universities is a state-level organization representing the state's four private colleges.

Licensure/Approval Agencies/SPRE

Approval authority for propriety vocational and technical schools lies with the State Department of Education. The Hawaii State Postsecondary Education Commission is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Vocational Education Coordinating Advisory Council coordinates vocational education programs and services at the secondary and postsecondary levels and the State Council on Vocational Education assists in planning vocational education programs at both levels.

IDAHO

State-Level Coordinating and/or Governing Agency

The State Board of Education/Board of Regents of the University of Idaho serves as a single constitutional board for all public education, including elementary, secondary and postsecondary levels. First established in 1890, the board became one of 19 executive branch departments established through governmental reorganization in 1974. The board consists of eight members, seven appointed by the governor to five-year terms and the superintendent of public instruction, elected to a four-year term. All appointed members represent the general public. The board governs the State Department of Education, the four public senior institutions of higher education, the Idaho School for the Deaf and the Blind, vocational education, the Eastern Idaho Technical College, vocational rehabilitation, the office of the State Board of Education and the statewide Educational/Public Broadcasting System. It also appoints members to the boards of the state library and the State Historical Society, and has general supervision of the public school system and the state's two junior colleges. The board has responsibility in all areas of planning and coordination for all senior, junior and vocational-technical public institutions, conducts planning and coordination as a matter of policy for all private and proprietary institutions, and has statutory authority for program approval for junior and senior public institutions. Idaho does not have a state office of secretary of education and the State Board of Education does not function as a cabinet department. The board carries out its functions through an office headed by an executive director, appointed by and serving at the pleasure of the board.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.) Junior colleges also are responsible to locally-elected boards of trustees.

Master Planning

Master planning is the responsibility of the State Board of Education. In 1991, the most recent master plan was completed.

State Student Assistance and Loan Agencies

The State Board of Education functions as the student assistance agency and Idaho participates in the Federal/State Student Incentive Grant Program. The governor has named a private agency to serve as the state guaranteed loan agency under the federally-insured loan program.

State Board for Vocational Education

The State Board of Education is the State Board for Vocational Education.

State-Level Organization of Private Colleges and Universities

Idaho does not have a state-level organization for private colleges and universities.

Licensure/Approval Agencies/SPRE

The State Department of Education under the Board of Education functions as the licensing and approval agency for vocational-technical and proprietary schools. No approval agency exists for private degree-granting institutions. The Board of Education has statutory authority to maintain a register of courses and programs offered in Idaho by non-Idaho postsecondary institutions. The board is also authorized to establish operational standards for out-of-state institutions which desire to offer courses or programs in Idaho. The Board of Education is the designated State Postsecondary Review Entity.

Statutory Advisory Committees and/or Task Forces

The Professional Standards Commission was established to adopt recognized professional codes of ethics, conduct professional practices applicable to public school teachers. The Advisory Council for Eastern Idaho Technical College offers advice and counsel on the organization, establishment and conduct of the institution.

ILLINOIS

State-Level Coordinating and/or Governing Agency

The Board of Higher Education functions as a statutory coordinating agency for public and private postsecondary education in Illinois. The board was established in 1961 and its structure and responsibilities have been amended a number of times since then, most recently in 1993. The board consists of 17 members: 10 public members appointed by the governor with the consent of the senate, five members representing the public university and community college governing and coordinating boards, one member representing the Illinois Student Assistance Commission, and one student member. All public members are appointed for a six-year term. The student member serves a term of one year.

The board has responsibility for planning and coordination of public universities and community colleges, private not-for-profit colleges and universities, and degree-granting proprietary institutions. The board has statutory responsibility for program approval, individual budget review and consolidated budget recommendations for all public universities and community colleges. Also, the board has statutory authority to grant operating authority and degree-granting authority for independent and out-of-state institutions. In addition, the board is responsible for the establishment and maintenance of a state university and college information system.

The Illinois Board of Higher Education is not a cabinet department, and Illinois does not have a secretary of education. The executive officer of the board is appointed by and serves at the pleasure of the board.

Institutional Governing Boards

The Illinois Community College Board serves as the planning and coordinating board for 40 public community college districts in the state that have a combined total of 49 campuses. There are four public university governing boards that have responsibility for 12 public universities. These include: Board of Governors, Universities (five universities); Board of Regents, Regency Universities (three universities);

Board of Trustees, Southern Illinois University (two campuses); and the Board of Trustees, University of Illinois (two campuses).

Master Planning

The Board of Higher Education has statutory responsibility for master planning for all of Illinois higher education. Planning occurs on a continuous basis and the master plan is updated or augmented as the board adopts new or revised policies. *The Master Plan for Illinois Higher Education 1991* is the most recent printed edition. Although additional policies have been adopted since that date, a new compilation has not yet been published.

State Student Assistance and Loan Programs

The Illinois Student Assistance Commission (ISAC) serves as the state's agency for student financial aid. Illinois participates in the Federal/State Student Incentive Grant Program and administers the Illinois Guaranteed Loan Program to assist with student and parent loans under the federally-insured loan program. The ISAC also administers the Monetary Award Program, a need-based gift assistance program, and several other state-supported scholarship and loan programs.

State Board of Vocational Education

The State Board of Education has responsibility for adult and vocational education.

State-Level Organization of Private Colleges and Universities

The Federation of Independent Illinois Colleges and Universities serves as a state-level organization for more than 50 of the state's independent colleges and universities.

Licensure/Approval Agencies/SPRE

The State Board of Education and the Department of Professional Regulation serve as approval and licensure agencies for most non-degree granting postsecondary institutions and proprietary institutions not covered by the Board of Higher Education. The Student Assistance Commission and the Board of Higher Education share responsibilities for the State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Joint Education Committee is a statutorily created body composed of three members each from the Board of Higher Education and the State Board of Education with responsibility to address matters of common concern to both boards, and to improve communications and articulation between elementary/secondary and postsecondary education.

Statutory Advisory Committees and/or Task Forces

The Board of Higher Education has no statutorily established advisory committees. However, it has established standing advisory committees in the areas of faculty, students, non-public institutions, and proprietary schools. Special ad hoc study committees or task forces are established on a temporary basis as the need arises to address specific issues.

INDIANA

State-Level Coordinating and/or Governing Agency

The Commission for Higher Education, established in 1971, functions as the statutory coordinating agency for all postsecondary education in the state. The commission has 14 members, 12 of whom represent the general public and are appointed by the governor for four-year terms. One student and one faculty member serve one-year terms. The commission is charged by statute with four responsibilities: (1) long-range planning for postsecondary education in Indiana, (2) approval of new program requests, (3) review of existing programs and (4) review of budget requests and recommending consolidated requests to the executive and legislative branches of state government. Indiana does not have an office of secretary of education and the coordinating agency is not a cabinet department. The executive officer of the commission is appointed by the commission and serves at its pleasure.

Institutional Governing Boards

Indiana has seven public institutional governing boards: (1) Ball State University Board of Trustees; (2) Indiana State University Board of Trustees; (3) Indiana Vocational-Technical College Board of Trustees, with authority over 13 vocational institutions; (4) Indiana University Board of Trustees with authority over eight campuses; (5) Purdue University Board of Trustees responsible for four campuses; (6) Vincennes University Board of Trustees; and (7) University of Southern Indiana Board of Trustees.

Master Planning

The master plan is kept current by the Indiana Commission for Higher Education through annual updates to the Indiana Plan for Postsecondary Education.

State Student Assistance and Loan Agencies

The State Student Assistance Commission of Indiana serves as the state student assistance agency and the state participates in the Federal/State Student Incentive Grant Program. Legislation enacted in 1977 reorganized the state agency and authorized it to operate as a loan guarantee agency under the federal Guaranteed Student Loan Program.

State Board of Vocational Education

The Commission on Vocational and Technical Education is the State Board for Vocational Education. The commission consists of eleven citizens of Indiana who are appointed to four-year terms by the governor. Each of ten congressional districts are represented by a member; the remaining member represents the state at-large. Members must be generally knowledgeable in the fields of business, industry, labor, agriculture, commerce, education or vocational education. One member must represent the state job training coordinating council or private industry council; one member is an officer or employee of a state postsecondary institution; and one member is an officer or employee of a school corporation. State employees or members of the Indiana Council on Vocational Education may not be members of the Commission on Vocational and Technical Education.

State-Level Organization of Private Colleges and Universities

The Independent Colleges of Indiana represents 33 private colleges and universities within the state. The Association of Private Schools is a similar organization representing the private trade, business and technical schools in Indiana.

Licensure/Approval Agencies/SPRE

The Indiana Commission on Proprietary Education functions as the statutory licensing and approval authority for proprietary institutions. Legislative action in 1977 clarified the role and responsibilities of this agency. The Commission for Higher Education is the designated State Postsecondary Review Entity.

Related Non-Governmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Indiana Conference of Higher Education represents both the public and private colleges and universities and is a voluntary organization dedicated to the betterment of overall postsecondary education.

Statutory Advisory Committees and/or Task Forces

A Higher Education Council was established by the legislature in 1975, made up of four legislators from each house to serve as the liaison between the legislature, the Commission for Higher Education and the state higher education institutions. The council establishes legislative priorities in higher education, analyzes budget information, and reviews state, federal, and private revenues for the commission's activities. An ad hoc committee assists the commission, in an advisory capacity, regarding the various federal grant programs administered by the commission. The Research Advisory Council serves in an advisory capacity to the State Board of Vocational Technical Education.

IOWA

State-Level Coordinating and/or Governing Agency

The State Board of Regents, established in 1909, serves as the statutory governing body for all public senior higher education in the state. The board is composed of nine members appointed by the governor with the consent of the senate, eight representing the general public, one student representative and all serving six-year terms. The board has statutory governing authority for three public senior colleges, including program approval, planning and coordination, review of institutional budgets, and recommendations for a consolidated budget. The community colleges are under the jurisdiction of the State Board of Education, and are governed by locally-elected boards of directors. The State Board of Education, which has statutory coordinating authority, has a composition and appointment process similar to the State Board of Regents, as well as similar areas of jurisdiction.

Iowa does not have an office of secretary of education and the agency is not a cabinet department within the state. The executive officer of the Board of Regents is appointed by the board and serves at its pleasure. The state director of education serves at the pleasure of the governor.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

Both the Board of Regents and the Department of Education engage in strategic long-range planning for higher education.

State Student Assistance and Loan Agencies

The Iowa College Student Aid Commission administers the Iowa Tuition Grant Program, the Iowa Vocational-Technical Tuition Grant Program, the State of Iowa Scholarship Program, the Iowa National Guard Benefits Program, the Mathematics/Science Incentive Programs, the Federal/State

Student Incentive Grant Programs, the federally-insured Iowa Guaranteed Student Loan and Iowa PLUS Loan Programs.

State Board of Vocational Education

The State Board of Education functions as the State Board of Vocational Education and exercises statutory authority over the 15 community colleges.

State-Level Organization of Private Colleges and Universities

The Iowa Association of Independent Colleges and Universities serves as the state-level organization for 29 private colleges and universities.

Licensure/Approval Agencies/SPRE

No approval and licensing agency exists for private degree-granting institutions and vocational-technical institutions. The State Board of Education has been designated as the official approval agency for two-year public postsecondary vocational-technical programs by the Office of Education. The secretary of state's office is responsible for registering all out-of-state institutions offering programs or courses of study in Iowa. The Coordinating Council for Post-High School Education is the designated State Postsecondary Review Entity.

Related Non-Governmental Organization With Staffs and Programs Representing Both Public and Private Institutions

The Iowa Coordinating Council for Post-High School Education, with a part-time staff, serves as a voluntary statewide organization for all postsecondary education, including all community colleges, the independent colleges and universities, the public universities and the private specialized and proprietary institutions. Membership in the Council also includes the Iowa Public Television Board and the Iowa College Student Aid Commission.

KANSAS

State-Level Coordinating and/or Governing Agency

The State Board of Regents, established in 1925, functions as the constitutional governing agency for six public universities in the state. The structure and responsibilities of the agency were amended in 1966, 1970, 1975, 1976, and 1978. The nine members of the board, appointed by the governor with the consent of the senate, represent the general public and serve four-year terms. Community colleges are under individual governing boards that are supervised by the State Board of Education. Designated postsecondary area vocational schools which are not community colleges are also supervised by the State Board of Education. There is one municipal university with its own governing board.

The Board of Regents has statutory responsibility for planning and coordination, program approval, and institutional budget review including consolidated budget recommendations for all state senior institutions. The agency does not serve as a cabinet department, and the Director of the Board of Regents is appointed by and serves at the pleasure of the board.

The Legislative Education Planning Committee (LEPC), created in 1974, is a joint committee of the house and senate. Its statutory charge is to "plan for postsecondary education in Kansas, including both public and private institutions and vocational education." The committee considers specific legislative proposals, oversees data collection activities, and conducts studies of postsecondary education issues. Study topics may also be assigned to the committee by the Legislative Coordinating Council (LCC). The LCC appoints the committee's membership, which consists of six representatives and five senators.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

The Board of Regents, working with committees of representatives from each of the six institutions, is responsible for master planning for the universities. This approach to system-wide planning was formalized in 1969 when, with the approval of the Regents, the presidents of the six universities established the Council of Chief Academic Officers and charged this group with the review of programs at the institutions and the development of a more efficient and effective Regents' system in Kansas. The Regents' Program Review and Strategic Planning Initiative is on-going.

State Student Assistance and Loan Agencies

The Board of Regents serves as the state student assistance agency and the state participates in the Federal/State Student Incentive Grant Program. The Kansas tuition grant program provides grants to approximately one-fourth of all private college students in the state. Since the fall of 1977, a private foundation, the Higher Education Loan Program of Kansas, Inc., has served as a direct lender, secondary market and lender of last resort. Since 1991, United Student Aid Funds, Inc. has served as the designated loan guaranty agency.

State Board of Vocational Education

The State Board of Education serves as the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Associated Independent Colleges of Kansas serves as the statewide organization representing 17 private colleges and universities.

Licensure/Approval Agencies/SPRE

The State Department of Education has approval authority over all vocational-technical and proprietary institutions in the state. The Board of Regents has licensure authority over new in-state degree-granting institutions and registers out-of-state institutions offering courses in Kansas. The State Board of Education is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

A Committee on Joint Governance made up of members of the State Board of Education and members of the Board of Regents meets quarterly to discuss elementary-secondary and postsecondary concerns as well as general postsecondary issues.

Statutory Advisory Committees and/or Task Forces

A statutory student advisory committee to the Regents was established in 1975. The committee consists of the student body president from each institution and serves in a policy advisory capacity to the Board of Regents.

KENTUCKY

State-Level Coordinating and/or Governing Agency

The Council on Higher Education, established in 1934 and amended in structure and function in 1966, 1972, 1978, 1982, 1992 and 1994, serves as a statutory coordinating agency for Kentucky. The council consists of 18 members, including 17 voting members representative of the general public, appointed by the governor from candidates provided by the Higher Education Nominating Committee, and who serve six-year terms of office. The state commissioner of education serves in a non-voting ex-officio capacity. The presidents of Kentucky's eight public universities, who were formerly ex-officio, non-voting members, were removed from the council by gubernatorial executive order in July 1980, and formed into an Advisory Conference of Presidents in 1982. The council has statutory authority for comprehensive planning, institutional budget review, consolidated recommendations for state funding of higher education, approval of all degree programs, review and approval of all capital construction and renovation projects exceeding $400,000 and determination of tuition levels and minimum admission requirements at the public institutions. The state has a secretary for education and humanities; however, the council is an independent board reporting to the governor and is responsive to the legislature. The executive officer of the agency is appointed by the council.

Institutional Governing Boards

There are eight institutional governing boards for the public institutions in Kentucky. The Board of Trustees of the University of Kentucky governs 14 public community colleges and one senior institution. Each of the other seven boards governs a single institution: the Board of Trustees of the University of Louisville; the Board of Regents of Eastern Kentucky University; the Board of Regents of Kentucky State University; the Board of Regents of Morehead State University; the Board of Regents of Murray State University; the Board of Regents of Northern Kentucky University; and the Board of Regents of Western Kentucky University.

Master Planning

The statutory responsibilities of the Council on Higher Education include developing and transmitting to the governor comprehensive plans for public higher education which meet the needs of the Commonwealth (KRS 164.020(2)). Since 1984, the council has responded by developing two five-year strategic plans, which serve as blueprints for the progress of the higher education system based on educational, demographic, economic and societal trends and projections. The plans focus primarily on selected strategies which have the greatest likelihood of priority improvements. Institutional strategic plans are coordinated with the statewide plan, but are specific to the mission and goals of each institution. The current strategic plan, adopted on May 20, 1991, targets six major areas: quality, effectiveness, equal opportunities, attainment, elementary and secondary education support, and enhancement of economic development. The plan also identifies the focal points of each institutions' mission statement that correlates the campus-based and systemwide goals. A vision statement in the plan addresses the critical themes for the next five years.

Two separate but complementary plans have been implemented in conjunction with the 1991 strategic plan: The Kentucky Plan for Equal Opportunities in Higher Education directs the efforts from 1990 to 1995 to assure equal opportunities for participation in all levels and areas of higher education to all Kentuckians. The Kentucky Academic Libraries' Report on Systemwide Collaboration recommends actions to improve the effectiveness and efficiency of the state's academic library system.

The recent history of planning in Kentucky began with the CHE-appointed Prichard Committee's 1981 report *In Pursuit of Excellence*, setting out some 100 proposals for the 1980s and beyond. In 1984, after activating most of these proposals, the Council began a formal planning process which remains in place today. The first strategic plan was adopted in November 1985, and the second in 1991. Status reports are issued each biennium and beginning in 1992 semi-annual reports have been provided by the executive director. Legislation passed by the 1992 Kentucky General Assembly set out reporting requirements for 14 quantitative and qualitative indicators. This program serves as the chief mechanism for monitoring the progress of the Strategic Plan, and includes performance requirements.

State Student Assistance and Loan Agencies

The Kentucky Higher Education Assistance Authority (KHEAA) is the state student assistance agency which is governed by a nine-member Board of Directors. KHEAA administers the State Student Incentive Grant, Kentucky Tuition Grant, Math/Science Incentive Loan, Paul Douglas Teacher Scholarship, and Teacher Scholarship Programs. KHEAA also administers the Stafford, PLUS, and Supplemental Loan Programs for students attending eligible postsecondary educational institutions in Kentucky and residents attending eligible postsecondary institutions out of state. In addition, the KHEAA is statutorily required to provide all administrative services for the Kentucky Higher Education Student Loan Corporation and in that capacity administers a secondary market for the purchase of loans made by Kentucky lenders, acts as a direct lender for PLUS and Supplemental Loan programs, provides a loan consolidation program, operates a loan referral program for students who cannot obtain a guaranteed student loan from a local lender, and administers the Kentucky Educational Savings Plan.

State Board of Vocational Education

The State Board for Adult and Technical Education, through the Department of Adult and Technical Education, operates a statewide system of 23 public postsecondary vocational-technical schools. The board also operates 54 area vocational education centers which primarily offer secondary vocational programs, but may also offer postsecondary programs.

State-Level Organization of Private Colleges and Universities

The Council of Independent Kentucky Colleges and Universities is a membership organization for non-profit colleges and universities accredited by the Southern Association of Colleges and Schools. Presently, there are 20 member institutions.

Licensure/Approval Agencies/SPRE

The Council on Higher Education has the statutory authority to license all non-profit colleges and universities which operate in Kentucky as well as proprietary institutions which award a baccalaureate or higher degree. Proprietary institutions which award an associate degree or other non-degree credential are licensed by the State Board for Proprietary Education. Other licensing agencies are responsible for specialized institutions or programs such as barbering, cosmetology and nursing. The Council on Higher Education is the designated State Postsecondary Review Entity.

LOUISIANA

State-Level Coordinating and/or Governing Agency

The Board of Regents serves as the constitutional statewide coordinating agency for public higher education. The board consists of 15 lay members appointed by the governor with the consent of the senate, and one student member elected by the student body presidents. The 15 lay members represent the general public and serve overlapping six-year terms of office. The student member serves a one-year term. The board has statutory authority for planning and coordination for all public senior and junior institutions of higher education and responsibility for institutional budget review and recommending a consolidated budget. Proposed and existing degree programs are subject to board approval. The state does not have an office of secretary of education and the agency is not a cabinet department. The executive officer of the board is appointed by and serves at the pleasure of the board.

Institutional Governing Boards

Three institutional governing boards were created by the 1974 constitution. Each board has 17 members appointed by the governor with the consent of the senate and one student member elected by student body presidents. The three governing boards are: (1) the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College, governing two public junior colleges, three public senior colleges, a law center, a medical center and an agricultural science center; (2) the Board of Supervisors of Southern University and Agricultural and Mechanical College, responsible for one public junior college and two public senior institutions; and (3) the Board of Trustees for the State Colleges and Universities governing eight public senior institutions and two public junior colleges.

Master Planning

In October 1993, the Board of Regents adopted *The Master Plan for Higher Education in Louisiana*. The plan was the third such plan developed by the board. It focused on several critical issues facing higher education in Louisiana in the 1990s: (1) access, (2) excellence, (3) diversity, (4) economic development, and (5) accountability.

State Student Assistance and Loan Agencies

The Office of Student Financial Assistance serves as the state student assistance agency, and Louisiana participates in the Federal/State Student Incentive Grant Program. Louisiana has a state guaranteed loan program under the federally-insured loan program and a state-financed loan program for students from middle-income families. Tuition remission scholarships are also available for needy students who successfully complete a rigorous college preparatory curriculum.

State Board of Vocational Education

The State Board of Elementary and Secondary Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Louisiana Association of Independent Colleges and Universities serves as the state-level organization for seven regionally-accredited private colleges and universities.

Licensure/Approval Agencies/SPRE

The State Board of Elementary and Secondary Education functions as the approval agency for vocational-technical and proprietary schools. The Board of Regents serves as the licensing authority for proprietary schools which offer academic degrees and for private degree-granting institutions. The Postsecondary Review Commission is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The state constitution requires that the Board of Regents and the Board of Elementary and Secondary Education meet jointly at least twice a year to coordinate elementary-secondary and postsecondary education.

MAINE

State-Level Coordinating and/or Governing Agency

The Board of Trustees of the University of Maine System, established in 1968, is the principal statutory governing agency for public postsecondary education in the state. The board consists of 16 members appointed by the governor for seven-year terms, including the commissioner of education who serves in an ex-officio capacity. The Board of Trustees has statutory responsibility for planning and coordination, institutional budget review and consolidated budget recommendations and program approval for all campuses of the University. Maine does not have an office of secretary of education and the board does not serve as a cabinet department. The executive officer of the board is appointed and serves at the pleasure of the board. Two other institutional governing agencies exist within the state; the Board of Trustees of Maine Maritime Academy responsible for one public senior institution and the Board of Trustees of the Maine Vocational/Technical Institutions is responsible for six vocational-technical institutions.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

Information was not available concerning the scope of master planning within the state.

State Student Assistance and Loan Agencies

The State Department of Education serves as the state agency for student assistance and Maine participates in the Federal/State Student Incentive Grant Program for private and public institutions. Maine has a state guaranteed loan program under the federally-insured loan program.

State Board of Vocational Education

The Board of Trustees for the Vocational/Technical Institutions is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

Maine does not have a state-level organization for private colleges and universities, although all public, private and proprietary institutions are members of the Higher Education Council.

Licensure/Approval Agencies/SPRE

The State Board of Education and the State Department of Education are responsible for recommending to the legislature approval of degree-granting authority for postsecondary education institutions. The Department of Education is the designated State Postsecondary Review Entity.

Related Non-Governmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Maine Higher Education Council is a voluntary organization dedicated to improving higher education in the state. Its membership is composed of the presidents or institutional heads of all postsecondary institutions.

MARYLAND

State-Level Coordinating and/or Governing Agency

Legislation was passed in 1988 and signed into law that replaced the State Board for Higher Education with the Maryland Higher Education Commission. In 1991, and effective July 1, 1992, the general assembly amended the legislation by abolishing the State Board for Community Colleges and making the commission the coordinating agency for 17 locally governed community colleges and one state-operated community college. The commission consists of 11 lay voting members, all appointed by the governor for five-year terms with the advice and consent of the senate. A non-voting student member serves a one-year term. Commission members are eligible for reappointment, but no member may serve more than two full five-year terms.

The Maryland Higher Education Commission has the following major statutory responsibilities: (1) review and approve campus mission statements; (2) review campus performance accountability; (3) establish and implement an early intervention program; (4) administer statewide programs of student financial assistance; (5) prepare and annually review a statewide plan for postsecondary education; (6) review operating and capital budgets and capital projects of public institutions and make budget recommendations to the governor and legislature consistent with the statewide plan; (7) prescribe minimum degree requirements for public and private institutions; (8) review and approve new and existing academic programs; (9) administer state funds for private institutions according to the aid to non-public institutions of higher education law; (10) coordinate educational policies with the State Board of Education, the State Public School Agency, through the Educational Coordinating Committee; and (11) serve as the coordinating agency for the 17 locally governed community colleges. The Secretary of Higher Education is the Commission's chief executive officer and a member of the governor's cabinet. The secretary is appointed by the governor and serves at the pleasure of the commission.

Institutional Governing Boards

The state system of public higher education consists of five segments. The Board of Regents of the University of Maryland System governs eleven constituent institutions. St. Mary's College of Maryland and Morgan State University, both senior public institutions, have individual governing boards, as does Baltimore City Community College (which is also a state institution). Seventeen other community colleges are governed by local boards.

Master Planning

The Maryland Higher Education Commission is responsible for master planning in the state. *Investing in People: The Maryland Plan for Postsecondary Education* was approved by the commission in 1991.

State Student Assistance and Loan Agencies

The State Scholarship Administration of the Higher Education Commission and the Higher Education Loan Corporation are the state agencies responsible for administering student assistance programs. Maryland participates in the Federal/State Student Incentive Grant Program and has a state guaranteed loan program under the federally-insured loan program. The Higher Education Loan Corporation will be phased out during fiscal year 1995 and administration of its loan portfolio turned over to a private agency.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Maryland Independent Colleges and University Association represents 18 private colleges and universities in the state.

Licensure/Approval Agencies/SPRE

The Maryland Higher Education Commission has licensing and approval authority for all public and private institutions of postsecondary education. In addition, this agency has approval responsibility for the Veteran's Administration. The Higher Education Commission is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Maryland Higher Education Commission is charged by statute to coordinate educational policies with the State Board of Education through an Educational Coordinating Committee consisting of three members of the Board of Education, three members of the Higher Education Commission, the superintendent of schools and the secretary of higher education.

Statutory Advisory Committee and/or Task Forces

The commission is required to establish: (1) a Faculty Advisory Council; (2) a Student Advisory Council; (3) a Segmental Advisory Council; and (4) a Financial Assistance Advisory Council. In addition, the Maryland Fire-Rescue Education and Training Commission consists of 11 members appointed by the governor with the advice and consent of the senate for four-year terms. The commission meets every two months and develops minimum uniform standards for the education and training of emergency services instructors, users and schools. The commission is required to prepare an annual report on its activities, and its powers and responsibilities are subject to the authority of the secretary of higher education.

MASSACHUSETTS

State-Level Coordinating and/or Governing Agency

The Higher Education Coordinating Council, established in 1991, is the statewide coordinating agency responsible for overall coordination and broad policy development with respect to the University of Massachusetts and its 5 campuses, the 9 state colleges and the 15 community colleges. Coordinating council responsibilities include statewide planning, segmental mission definition, the transfer compact, and approval of new academic programs. The coordinating council has authority to consolidate, discontinue or transfer programs, to approve campus mission statements and conduct programs for assessment of student learning. Its responsibilities include oversight of the state scholarship program, charter and licensure of independent institutions, data collection and certain other "consumer protection" and regulatory functions. With respect to the state and community colleges, but not the University of Massachusetts, the coordinating council receives and allocates appropriations to the institutions and has authority to set tuition charges. It also has residual governance powers in such areas as compensation of presidents and collective bargaining. The coordinating council delegates management powers to institutional boards of trustees of each of the state and community colleges.

The coordinating council includes 12 members, including the secretary of education who serves as an ex-officio, voting member, the commissioner of education, who serves as an ex-officio, non-voting member, and 10 members appointed by the governor, who are nominated by the Public Education Nominating Council. The members serve staggered five-year terms, except for the student member, whose term is limited to one year. The chancellor of higher education is appointed by and serves at the pleasure of the coordinating council.

The secretary of education is a member of the governor's cabinet and is responsible for overall policy coordination for all levels of education in the Commonwealth.

Institutional Governing Boards

Massachusetts has two statewide boards with governing authority. The Board of Trustees of the University of Massachusetts is responsible for governing the 5-campus university system. The Higher Education Coordinating Council, in addition to its responsibility for overall coordination of all public higher education, has residual governing authority with respect to the state and community colleges. Management responsibility, however, for each of these colleges is delegated to institutional boards of trustees for each of these colleges. The state and community college boards of trustees appoint and remove presidents, subject to approval by the Higher Education Coordinating Council.

Master Planning

The Higher Education Coordinating Council is statutorily charged with developing a five-year master plan for public higher education which takes into account institutional plans and general goals established by the Committee on Educational Policy.

State Student Assistance and Loan Agencies

The Higher Education Coordinating Council administers the state-sponsored scholarship programs and the Police Incentive Pay Program. It serves as the state veterans approving agency under contract with the Veterans Administration. The state participates in the Federal/State Student Incentive Grant Program. The state has a state guaranteed loan program under the federally-insured loan program administered by the Massachusetts Higher Education Assistance Corporation.

State Board of Vocational Education

The Massachusetts Board of Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Association of Independent Colleges and Universities in Massachusetts serves as the state-level organization for 60 private colleges and universities.

Licensure/Approval Agencies/SPRE

The Higher Education Coordinating Council has authority over the approval of charter amendments for private degree-granting institutions in the state, both proprietary and non-profit. The coordinating council serves as the State Postsecondary Review Entity.

Statutory Advisory Committees and/or Task Forces

The Committee on Educational Policy, chaired by the secretary of education, consists of members of the State Board of Education and the Higher Education Coordinating Council. The committee serves as a public forum for discussion of general educational goals for the Commonwealth, develops goals and visions for a coordinated educational system, and publishes studies and reports on issues common to K-12 and higher education.

MICHIGAN

State-Level Coordinating and/or Governing Agency

Under the 1963 state constitution, the State Board of Education has responsibility for elementary-secondary education and also serves as the state coordinating agency in postsecondary education. The board's responsibilities include: the coordination of services for public two- and four-year colleges and universities through policy recommendations to the legislature with regard to budgetary and programmatic matters; licensing authority for vocational and proprietary institutions; and charter approval and reimbursement authorization for private colleges awarding certain degrees. The State Board of Education is composed of eight elected members who serve eight-year terms. The board also includes the governor and superintendent of public instruction as ex-officio members.

The state has a superintendent of public instruction who is appointed by the State Board of Education. The State Board of Education serves as head of the Department of Education which is a cabinet-level department. The Community College Board is a constitutional advisory body to the State Board of Education. The Higher Education Facilities Commission and Authority serves as the statutory authority to provide for tax-exempt loans to independent non-profit colleges for facilities acquisition, construction or remodeling. Responsibility for this commission currently resides with the Department of Treasury.

Institutional Governing Boards

Institutional governing boards within the state include: (1) 10 boards of control of trustees appointed by the governor for four-year public colleges and universities, each responsible for a single institution; (2) the elected Board of Regents of the University of Michigan, a constitutional board governing the three branches of the university; and (3) the elected Board of Governors of Wayne State University and the Board of Trustees of Michigan State University, both constitutional boards responsible for a single public senior institution. The 29 public two-year community colleges each have regionally elected governing boards.

Master Planning

A state plan for higher education was approved in 1969 and augmented in the 1970s by State Board of Education's topical postsecondary policy position papers. In addition, a complete inventory of all academic programs available at Michigan public, non-public, vocational and proprietary institutions is compiled on an annual basis. Periodic planning papers are also developed as the need arises.

State Student Assistance and Loan Agencies

The Michigan Higher Education Assistance Authority, administratively attached to the State Board of Education, serves as the state student assistance agency and administers a variety of state-funded student assistance options. Michigan participates in the Federal/State Student Incentive Grant Program and federally insured loan programs. A companion agency, the Michigan Higher Education Student Loan Authority, provides direct loans to students.

State Board of Vocational Education

The State Board of Education serves as the State Board of Vocational Education. With recommendations from the Community College Board, the board approves occupational programs for the 29 public community and junior colleges.

State-Level Organization of Private Colleges and Universities

The Association of Independent Colleges and Universities functions as the state-level organization for most of the independent degree-granting colleges and universities.

Licensure/Approval Agencies/SPRE

The State Board of Education has licensing authority for non-degree vocational-technical and proprietary institutions within the state. Such institutions outside Michigan who wish to recruit Michigan students must have their recruiters licensed in a similar manner. The board also approves the charters for private degree-granting institutions. The

Department of Education is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The State Board of Education regularly seeks input from a broad range of advisory committees on matters between the secondary and postsecondary sectors. No present committees are specifically constituted for articulation purposes.

MINNESOTA

State-Level Coordinating and/or Governing Agency

The Higher Education Coordinating Board serves as the statutory coordinating agency for postsecondary education in Minnesota. The agency was established in 1965 and its responsibilities have been amended several times since its inception. The board consists of 11 members appointed by the governor with the consent of the senate, all representing the general public and serving six-year terms of office. Eight members represent congressional districts and three serve at-large. The board has statutory authority for planning and coordination for all postsecondary education in the state (public junior, senior, vocational-technical, private and proprietary). In addition, the board has statutory responsibility for program and site approval and monitoring credit transferability. The state does not have an office of secretary of education and the board does not serve as a cabinet department. The executive officer of the agency is elected by the board and serves at its pleasure.

Institutional Governing Boards

There are currently four institutional governing boards in Minnesota: (1) the Board of Regents of the University of Minnesota with constitutional authority for three public senior universities and one public two-year institution (technical college for agricultural-related activities which also offers selected four-year degree programs), (2) the State Board for Community Colleges with statutory authority for 18 public community colleges and three centers, (3) the State Board of Technical Colleges with statutory authority for 18 vocational colleges (34 campuses) and (4) the State University Board with statutory authority for seven public senior universities and an added campus in Akita, Japan. As of July 1, 1995, the State Board for Community Colleges, the State Board of Technical Colleges, and the State University Board will be consolidated under one board, the Higher Education Board.

Master Planning

A comprehensive continuing planning effort is used. Recommendations for state policy are made to the governor and legislature every two years by the coordinating board.

State Student Assistance and Loan Agencies

The Higher Education Coordinating Board serves as the state student assistance agency. In this capacity, it administers 17 programs of financial assistance including the State Grant Program, the Student Educational Loan Fund (a supplemental loan program begun in 1985), the state's work-study program, a child care grant program for non-AFDC parents and tuition reciprocity programs with Wisconsin, North Dakota, South Dakota and the Canadian province of Manitoba.

State-Level Organization of Private Colleges and Universities

There are three organizations representing the private postsecondary education institutions in Minnesota: (1) Minnesota Private College Council serves as the organization for 16 private colleges and universities; (2) Minnesota Consortium of Theological Schools serves five seminaries; and (3) Minnesota Association of Private Postsecondary Schools represents 27 private postsecondary vocational institutions. There are a dozen other private degree-granting institutions in the state which are not affiliated with these organizations.

Licensure/Approval Agencies/SPRE

The Higher Education Coordinating Board functions as the approval and registration agency for private degree-granting institutions and for vocational-technical and proprietary schools. The coordinating board also serves as the designated State Postsecondary Review Entity.

MISSISSIPPI

State-Level Coordinating and/or Governing Agency

The Board of Trustees of State Institutions of Higher Learning, established in 1910 and reorganized in 1944, exercises constitutional governing authority over the eight public institutions in the state. The board consists of 12 members who are appointed by the governor with the consent of the senate and who represent the general public. The members serve twelve-year terms. The board has statutory authority for planning and coordination, institutional budget review and consolidated budget recommendations and program approval for the eight senior public institutions in Mississippi. The state does not have an office of secretary of education and the board does not serve as a cabinet department. The executive officer of the board is appointed by the board and serves under a four-year contract. The State Board for Community and Junior Colleges functions as a coordinating agency for the state's 15 public junior colleges.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

The Board of Trustees completed a three-year planning document for the eight senior institutions entitled *Building a System of Excellence* in November 1993. In addition, mission statements for the eight universities have been adopted by the board.

State Student Assistance and Loan Agencies

Until 1981, the Mississippi Postsecondary Education Financial Assistance Board managed the federally-insured student loan program and the State Student Incentive Grant Program. In 1981, the State of Mississippi named the Board of Trustees to develop a state guarantee agency to replace federally-insured student loan lending in Mississippi. The first loan was guaranteed in April 1982 by the Mississippi Guaranteed Student Loan Agency. The Board of Trustees is the administrative and fiscal agency for the Mississippi Postsecondary Education Financial Assistance Board. In addition, the Board of Trustees administers the Out-of-State Scholarship Program, the Special Medical Education Loan Program, the Nursing Education Scholarship for Study in Bachelor's Nursing Education and the Summer Math/Science Teacher Education Scholarship Program. Scholarships are also provided through the Board of Trustees' office for the children of POWs/MIAs and for children of firemen and policemen killed or permanently disabled in the line of duty.

State Board of Vocational Education

The State Board of Education functions as the State Board of Vocational-Technical Education.

State-Level Organization of Private Colleges and Universities

The Mississippi Association of Independent Colleges functions as the state-level organization for 12 private colleges and junior colleges.

Licensure/Approval Agencies/SPRE

The Commission on College Accreditation functions as the accrediting agency for public and private degree-granting institutions in the state. The Commission on Proprietary School and College Registration serves as the approval and licensing authority for proprietary schools. The Board of Trustees of the State Institutions of Higher Learning is the accrediting agency for all nursing education programs, and serves as the designated State Postsecondary Review Entity.

MISSOURI

State-Level Coordinating and/or Governing Agency

The Coordinating Board for Higher Education, staffed by the Department of Higher Education, was established in 1974 and functions as the constitutional coordinating agency for postsecondary education in the state. The board has nine members appointed by the governor with the consent of the senate. All nine members represent the general public and serve six-year terms of office. The board has statutory responsibility for planning and coordination of public four-year institutions, community colleges and private institutions; institutional budget review and budget recommendations; and program approval for all public institutions. The coordinating board is a cabinet-level agency, and its executive officer is appointed by the board and serves at its pleasure.

Institutional Governing Boards

Institutional governing boards in the state are: (1) the Board of Curators of the University of Missouri with constitutional authority for four campuses; (2) the statutory Board of Curators of Lincoln University; (3) 12 Boards of Trustees over 12 community college districts; (4) the Boards of Regents of state colleges and universities (seven boards) exercising authority over four public regional universities and three public state colleges; and (5) the Board of Governors of Northeast Missouri State University.

Master Planning

One of the established priorities for the Department of Higher Education is the preparation of Master Plan IV, based on the public policy initiatives and statewide goals for higher education adopted by the Coordinating Board for Higher Education in December 1992.

State Student Assistance and Loan Agencies

The Department of Higher Education functions as the state's student assistance agency and Missouri participates in the Federal/State Student Incentive Grant Program. The Department serves as a state guaranty agency. The Federal Family Education Loan Program, administered by the Department of Higher Education, became operational in October 1979. The cumulative loan volume from the inception of the program to September 1993 totals $1.8 billion.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education in Missouri.

State-Level Organization of Private Colleges and Universities

The Independent Colleges and Universities of Missouri serves as a state-level organization for member private colleges and universities.

Licensure/Approval Agencies/SPRE

The Department of Higher Education issues certificates which authorize postsecondary proprietary institutions to operate within the state, based on minimum certification standards, as well as accredited out-of-state institutions. Various types of institutions are exempted from this statutory requirement, including schools operated by religious organizations. The Coordinating Board for Higher Education is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communications Between Elementary-Secondary and Postsecondary Education

The Missouri School College Relations Commission is a voluntary organization to develop articulation between the segments. The Coordinating Board for Higher Education and the State Board of Education met jointly for the first time in 1991. Of mutual interest and concern to both boards are: the high school core curriculum; advanced placement courses; teacher certification; student assessment; and the recruitment of historically under-represented and under-served populations into higher education.

Related Non-Governmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Missouri Association of Community Colleges represents all two-year public and private colleges. The Missouri Council on Postsecondary Education represents the public four-year institutions.

Statutory Advisory Committees and/or Task Forces

The Coordinating Board for Higher Education Advisory Committee, made up of 18 public and private institutional presidents and chancellors, meets at least four times a year with the coordinating board. The board seeks advice on any matters and requests studies and reports. The committee makes recommendations on its own initiative as well. In addition, there is a similar proprietary school advisory committee which deals with the issues of that educational sector.

MONTANA

State-Level Coordinating and/or Governing Agency

The Board of Regents of Higher Education, established and amended with regard to structure and function in 1973, functions as a constitutional governing agency for the Montana University System and the five postsecondary vocational technical centers, and has supervisory and coordinating authority over the state's community colleges. The Board of Regents and the Board of Public Education together compose the State Board of Education, a single board for all public education in the state. The Board of Regents consists of 10 members, seven appointed by the governor with the consent of the senate and three members who serve in an ex-officio capacity. Of those appointed, there are six representing the general public and one student. The ex-officio members include the commissioner of higher education, the state superintendent of public instruction and the governor. With the exception of the student, all appointed members serve seven-year terms of office. The Board of Regents has constitutional authority for planning and coordination, reviewing institutional budgets and making consolidated budget recommendations, reviewing and approving programs for public senior institutions, and it has statutory authority for the same functions with respect to community colleges. The state does not have an office of secretary of education and the agency does not function as a cabinet department. The commissioner of higher education is appointed by the board and serves at its pleasure.

The Board of Regents approved a restructuring plan for the Montana University System in January 1994. Under the new plan, the four four-year institutions (Montana Tech, Western Montana College, Montana State University-Northern, and Montana State University-Billings) are administratively merged with the two comprehensive, doctoral-level universities (The University of Montana and Montana State University). In addition, each of the five Colleges of Technology (former vocational-technical centers) are absorbed into one of the two universities. The new organizational structure is scheduled to be implemented by July 1, 1994.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

The commissioner of higher education conducts master planning for the public sector. The restructuring plan approved by the Board of Regents in January 1994 directed the commissioner to begin a comprehensive planning process that identifies goals and objectives for the year 2000 and beyond.

State Student Assistance and Loan Agencies

The office of the commissioner of higher education functions as the state student assistance agency and the state participates in the Federal/State Student Incentive Grant Program. Montana has a state guaranteed loan program under the federally-insured loan program.

State-Level Organization of Private Colleges and Universities

There is no formal state-level organization for private colleges and universities in the state.

Licensure/Approval Agencies/SPRE

The Board of Regents of Higher Education functions as the approval and licensing authority for private degree-granting institutions. Proprietary schools are approved by the State Department of Business Regulation with counsel from an advisory board which includes the superintendent of public instruction and the commissioner of higher education as ex-officio members. The commissioner's approval is required before such institutions may use the designation "college" or "university." The Montana Systems of Higher Education is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

In addition to the Board of Regents and Board of Public Education sitting together as the State Board of Education, there is a joint curriculum committee for teacher preparation and certification, and a joint long-range planning committee.

Statutory Advisory Committees and/or Task Forces

In Montana there are no longer advisory committees created by statute and each department head is authorized by law to create advisory councils. For example, such councils have been established by the regents for presidents, academic vice-presidents, faculty and students, affirmative action, budgets, management information systems, computer coordination and others.

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NEBRASKA

State-Level Coordinating and/or Governing Agency

In November of 1990, the people of Nebraska voted to amend their Constitution, assigning comprehensive statewide planning for postsecondary education to a Coordinating Commission for Postsecondary Education. This commission replaced a previous coordinating commission which lacked the actual authority to truly coordinate postsecondary education. The new commission, which became effective January 1, 1992, has statutory responsibility to review and approve public postsecondary educational instructional programs; to review and recommend modification of public institutions' budgets to the legislature and governor; and to review and approve capital construction projects at public postsecondary institutions. Other functions of the commission include administering state student financial aid programs, coordinating the higher education portion of the Eisenhower Math/Science program, and administering the Integrated Postsecondary Education Data System (IPEDS).

The commission is comprised of 11 members appointed by the governor from the general public. Six of the commissioners represent districts of the state and five are appointed at-large. Each serves a six-year term. The executive officer is appointed by and serves at the pleasure of the commission. Nebraska does not have a secretary of education and the commission does not serve as a cabinet department.

Institutional Governing Boards

Two constitutional governing boards for public institutions exist in the state: the Board of Regents of the University of Nebraska responsible for four public senior colleges including a medical center, and the Board of Trustees of Nebraska State Colleges responsible for three public senior institutions. There are six community college areas, each governed by a locally-elected board of 11 members.

AVAILABLE

Master Planning

The Coordinating Commission for Postsecondary Education is responsible for developing a Statewide Comprehensive Plan for Postsecondary Education in the state. The plan, which was completed in July 1992, defines each institution's role and mission within the statewide system and identifies objectives and directions for all of the state's postsecondary institutions.

State Student Assistance and Loan Agencies

The Coordinating Commission for Postsecondary Education has responsibility for administering the federal/state student incentive grant program.

State Board of Vocational Education

The State Board of Education functions as the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Nebraska Association of Independent Colleges and Universities functions as the state-level organization for 17 private colleges and universities.

Licensure/Approval Agencies/SPRE

The State Board of Education has licensing and approval authority for the majority of proprietary institutions. The Coordinating Commission for Postsecondary Education approves new two- and four-year colleges and universities plus out-of-state institutions operating within the state. The coordinating commission also serves as the designated State Postsecondary Review Entity.

NEVADA

State-Level Coordinating and/or Governing Agency

The Board of Regents of the University and Community College System of Nevada, established in 1864, functions as the constitutional governing agency for postsecondary education in the state. The board consists of eleven members elected by the public for six-year terms of office. The board has statutory authority for planning and coordination of public senior, junior and vocational-technical institutions. In addition, the board has statutory responsibility for budget review and consolidated budget recommendations and program approval for senior and junior public institutions. The board does not function as a cabinet department and its executive officer is appointed by the board and serves at its pleasure.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

The Board of Regents annually sets systemwide strategic directions and objectives which guide all planning efforts. In 1982, the system published a comprehensive statewide plan for higher education in Nevada to the year 2000. The plan is updated every two years and submitted to the legislature. Facilities master plans to the year 2000 were completed in 1989. Campus academic master plans were most recently updated in 1994 and are also updated every two years.

State Student Assistance and Loan Agencies

The Nevada Department of Education functions as the state student assistance agency, and Nevada participates in the Federal/State Student Incentive Grant Program. The state has a state guaranteed loan program under the federally-insured loan program.

State Board of Vocational Education

The State Board of Education serves as the State Board of Vocational Education.

State-Level Organization for Private Colleges and Universities

The Nevada Association of Private Schools serves as the organization for private colleges in the state.

Licensure/Approval Agencies/SPRE

The Commission on Postsecondary Education serves as the approval and licensing authority for private degree-granting vocational-technical and proprietary institutions. The University and Community College System of Nevada is the designated State Postsecondary Review Entity.

NEW HAMPSHIRE

State/Level Coordinating and/or Governing Board

The Postsecondary Education Commission, established in 1973, functions as the statutory coordinating agency for postsecondary education in the state. The commission is composed of 22 members, 12 appointed by the governor, four appointed by others and six in an ex-officio capacity. The commission has statutory responsibility for planning and coordination for all senior and junior institutions, and proprietary institutions. No postsecondary institution in the state may award a degree without approval by the commission. New Hampshire does not have an office of secretary of education and the commission does not serve as a cabinet department. The executive officer of the commission is appointed by and serves at the pleasure of the commission.

Institutional Governing Boards

New Hampshire has two institutional governing boards: (1) the Board of Trustees of the University of New Hampshire system with statutory authority for three public senior colleges, and (2) the State Board of Vocational-Technical Education with statutory authority for seven vocational institutions.

Master Planning

New Hampshire's two institutional governing boards carry out planning functions for their respective institutions.

State Student Assistance and Loan Agencies

The New Hampshire Incentive Program providing grants-in-aid for residents is administered by the Postsecondary Education Commission and New Hampshire participates in the federal/state student grant program. The state has a state guaranteed loan program administered by the New Hampshire Higher Education Assistance Foundation under the federally-insured loan program. The state also has medical, veterinary and optometric capitation and tuition loan programs, and a nursing scholarship program.

State Board of Education

The State Board of Technical Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

New Hampshire does not have a state-level organization for private colleges and universities.

Licensure/Approval Agencies/SPRE

The Postsecondary Education Commission has approval and licensing authority for private and public degree-granting institutions, and also serves as the State Postsecondary Review Entity.

Related Non-governmental Organizations With Staffs and Program Representing Both Public and Private Institutions

The New Hampshire College and University Council consists of all four-year public and all but one four-year private degree-granting institutions in the state. Through the council, interinstitutional cooperation is made possible.

NEW JERSEY

State-Level Coordinating and/or Governing Agency

The Board of Higher Education, established in 1966, is the statutory coordinating and planning agency for the state's higher education system (including both public and independent institutions). The board consists of 18 members: nine public members who are citizens appointed by the governor with the advice and consent of the state senate; six representing the collegiate sectors/institutions; one representing private institutions; and two serving ex-officio. The board has statutory responsibility to review public institutional budgets, to recommend to the governor a consolidated (systemwide) budget that includes aid to independent colleges and universities and student financial assistance and to approve new degree programs at all public and certain independent institutions. The chancellor of higher education, appointed by the board with the approval of the governor, serves a five-year term heading the cabinet-level Department of Higher Education.

In March 1994, the governor proposed to abolish the Board of Higher Education and disperse its functions among institutional governing boards, a newly created New Jersey Commission on Higher Education, a newly created President's Council, and the Department of Treasury. At press time, the legislation to implement the proposal had not been passed.

Institutional Governing Boards

There are 31 governing boards for public institutions in the state of New Jersey. The Board of Governors of Rutgers University has statutory authority over that multi-campus institution which is the State University of New Jersey. The Board of Trustees of the University of Medicine and Dentistry of New Jersey has statutory authority over three medical schools, a dental school, a graduate school of biomedical sciences and a school of health-related professions. The Board of Trustees of New Jersey Institute of Technology has statutory authority over that single-authority institution. In addition, there are 19 individual county college boards and nine state college boards, each governing a single public college.

Master Planning

The Board of Higher Education is responsible for overall planning for higher education in the state. A statewide plan, adopted by the board in 1981, provided a framework for state and institutional planning in the 1980s. In 1987, the chancellor proposed a focus for the next five years on a specific set of goal areas that emanated from the board's fundamental principles of access, excellence and public service. More recently, the board has been engaged in a broad-based, multicycle strategic planning process. Other postsecondary planning occurs in cooperation with the State Department of Education through the statutory Education Coordinating Council, which is composed of the chair/president of the two state boards, one citizen member from each, the chancellor of higher education, and the commissioner of education. Although there is no formal requirement to involve outside groups, all higher education planning has been conducted in consultation with the higher education community and other concerned constituencies.

State Student Assistance and Loan Agencies

The Department of Higher Education is the state student assistance agency. It coordinates the activities of three statutory policy boards: the Student Assistance Board (for scholarship and tuition assistance programs), the New Jersey Higher Education Assistance Authority (for the various guaranteed student loan programs), and the Board of Directors of the Educational Opportunity Fund Program (a program of both financial aid and academic support). Through the department, the state also participates in the Federal/State Student Incentive Grant Program.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Association of Independent Colleges and Universities in New Jersey serves as the statewide voluntary organization representing the 15 major independent colleges and universities.

Licensure/Approval Agencies/SPRE

Any institution (in-state or out-of-state; public, independent, or proprietary) seeking to offer college credit-bearing coursework in New Jersey must be licensed to do so by the New Jersey Board of Higher Education. The board is also the state's degree program approval agency for all colleges and universities except the seven New Jersey institutions established before 1887, and for any degree-granting proprietary schools. The State Department of Education is the approval authority for vocational-technical and non-collegiate proprietary schools. The Department of Higher Education is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

As noted in the Master Planning section, the statutory Education Coordinating Council functions to coordinate areas of overlap or joint interest between elementary-secondary and postsecondary education.

Related Non-Governmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The New Jersey Association of Colleges and Universities, with staff and offices, has a membership representing both the public and private sectors.

Statutory Advisory Committees and/or Task Forces

The New Jersey State College Governing Boards Association and the Council of County Colleges are charged with fostering communication among their respective institutions. These organizations provide guidance, planning and program development in relation to the general policies of the Board of Higher Education; foster diversity of development among their colleges; and in general act as advisors to the board.

NEW MEXICO

State-Level Coordinating and/or Governing Agency

The Commission on Higher Education, established in 1951, functions as the state coordinating agency for postsecondary education. Its structure and responsibility were amended in 1967, 1973, 1975, 1977, 1985, 1987, 1988, and 1994. The commission consists of 15 members, 13 representing the general public and appointed by the governor to serve six-year terms of office, and two student members appointed by the governor to serve one-year terms (one as a voting member and the other as an ex-officio member). The commission has statutory responsibility for planning and coordination for all sectors of postsecondary education (public senior, junior, vocational-technical, private and proprietary). In addition, the agency has statutory responsibility for budget review and recommendation for public two- and four-year institutions; and for approval of new associate degrees at vocational-technical institutes and for new graduate programs in public senior colleges. The commission is not a cabinet department and the executive officer of the commission is appointed by and serves at the pleasure of the commission.

Institutional Governing Boards

There are 14 institutional governing boards in the state: the statutory boards of Albuquerque Technical-Vocational Institute, Luna Area Vocational-Technical Institute, Tucumcari Area Vocational School, New Mexico Junior College, San Juan College, Santa Fe Community College and Clovis Community College, and the constitutional regents of (1) New Mexico Military Institute and Northern New Mexico Community College, each a single public two-year institution; (2) the University of New Mexico governing three public, two-year institutions, one public, four-year college and medical center; (3) New Mexico Highlands University, Western New Mexico University, and New Mexico Institute of Mining and Technology, each with authority over a public, four-year institution; (4) New Mexico State University governing four public, two-year institutions and a public, four-year institution; and (5) Eastern New Mexico University governing one public, two-year institution and one public, four-year college.

Master Planning

The most recent strategic plan for higher education in New Mexico, published in 1988, was entitled *Planning for the Class of 2005: A Vision for the Future*. The commission has initiated a new strategic planning effort in 1994.

State Student Assistance and Loan Agencies

The New Mexico Educational Assistance Foundation is responsible for state student assistance loan programs and the state participates in the Federal/State Student Incentive Grant Program. The state offers guaranteed loans under the federally-insured loan program.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Council of Independent Colleges and Universities of New Mexico functions as the state-level organization for three private colleges and universities.

Licensure/Approval Agencies/SPRE

The Commission on Higher Education has approval and licensing authority for private and proprietary schools, and limited approval authority over academic degrees for public vocational-technical and area vocational schools. The commission also serves as the designated State Postsecondary Review Entity.

Statutory Advisory Committee and/or Task Force

Ad hoc task forces are periodically appointed to address specific issues. There is also a proprietary school Advisory Council.

NEW YORK

State-Level Coordinating and/or Governing Agency

The University of the State of New York consists of all elementary, secondary and postsecondary educational institutions which are incorporated in the state and other libraries, museums, institutions, schools, organizations and agencies for education as may be admitted to or incorporated by the university. The term "university" as used here is a broad term encompassing all the institutions offering education in the state. The university is empowered to charter, register and inspect educational institutions; to license and supervise the professional conduct of practitioners in nearly all the professions; to certify teachers and librarians; and to apportion certain state financial assistance to public and private educational institutions.

The Board of Regents of The University of the State of New York, established by the legislature in 1784, is responsible for the general supervision of and setting of policy for all educational activities within the state and presides over the university and the state education department. The Regents and the university are established under the state constitution, and the 16 Regents are elected by the legislature, one from each of the state's 12 judicial districts plus four elected at-large, for terms of five years without pay. The chancellor and vice-chancellor are elected from among their number by a majority of the Regents and the Regents have legislative, executive, and judicial powers. The Regents and the department have authority and responsibility for planning and coordination, degree powers and program approval for all sectors and levels of postsecondary education, including all degree-granting institutions. The president of the University of the State of New York is appointed by the Regents and serves at their pleasure. The president serves also as the commissioner of education and the chief executive officer of the state education department whose duties are both executive and judicial.

Institutional Governing Boards

There are two statutory public institutional governing boards in the state: the Board of Trustees of the State University of New York (32 two-year institutions and 32 four-year institutions) and the Board of Trustees of The City University of New York (six two-year and 13 four-year institutions).

Master Planning

In October 1992, the Regents adopted their eighth *Statewide Plan for Higher Education in New York State*. The statewide plan, required every four years by law, is developed after consultation with all sectors of higher education, including the State University of New York, the City University of New York, and the independent and proprietary institutions of higher education, and with representatives of business, labor, cultural institutions, and other concerned parties. The plan set forth five goals for higher education: improving student access, improving student success, improving academic quality, meeting the needs of the state, and using resources effectively.

In 1991-92, department staff prepared six papers on critical issues facing higher education for consideration by the Regents and with wide distribution for comment. In developing the *1992 Statewide Plan*, the department considered the responses to the papers, along with the information provided by the 248 public, independent and proprietary degree-granting institutions. *Sharing the Challenge*, a report on restructuring the way in which New York delivers and supports higher education, was issued by the Regents Commission on Higher Education in September 1993. In October 1994, the Regents will issue their *1994 Progress Report* on the 1992 Statewide Plan.

State Student Assistance and Loan Agencies

The New York State Higher Education Services Corporation serves as the state student assistance agency and New York participates in the Federal/State Student Incentive Grant Program. New York has a state guaranteed loan program under the federally insured loan program.

State Board of Vocational Education

The Regents are the State Board of Vocational Education, since the federal government empowers them to administer funds and programs under the Vocational Education Act.

State-Level Organization for Private Colleges and Universities

The Commission on Independent Colleges and Universities serves as the state-level organization for 117 private institutions.

Licensure/Approval Agencies/SPRE

The Regents of the University of the State of New York are the approval and authority agency for all institutions in the state. The Regents also serve as the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

In addition to internal activities concerning communication and articulation in the state education department, many schools and colleges have local or regional articulation programs in operation.

NORTH CAROLINA

State-Level Coordinating and/or Governing Agency

The Board of Governors of the University of North Carolina was redefined effective July 1, 1972 to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economical use of state resources.

The board is composed of 32 members, 16 of whom are elected by the legislature every two years. Each group of 16 must include a minimum of two women, two members of a minority race and two members of the party which constitutes the minority in the legislature. All 32 members, serving four-year terms of office, are deemed members-at-large, charged with the responsibility of serving the best interests of the whole state. The board has statutory authority for planning and developing a coordinated system of higher education including public junior, senior, vocational and technical and private institutions. It also functions as the statutory governing agency for 16 senior public institutions in the state. In addition, the board has statutory authority for program approval and making consolidated budget recommendations for public senior institutions. The chief administrative officer of the university, the president, is elected by and serves at the pleasure of the board. The board does not serve as a cabinet department but gives advice and recommendations concerning higher education to the governor, the general assembly, the advisory budget commission and the boards of trustees of the institutions.

The State Board of Community Colleges was made operational in 1981 and has governing authority for the community college system. The State Board of Community Colleges consists of 19 members: the lieutenant governor serves as ex-officio; one person is appointed by the governor from each of six community college trustee association regions; four people are appointed by the governor from the state at-large; and the General Assembly by joint resolution selects seven persons from the state at-large and the governor appoints these persons to membership on the board. The State Board of Community Colleges has established a State

Department of Community Colleges and adopts and administers necessary policies, regulations and standards for the establishment and operation of that department. The board also elects the state president of the community college system, who is the chief administrative officer of that department. Provision is made for the staff of the Department of Community Colleges. The board now has statutory authority for 26 community colleges and 32 technical colleges.

Institutional Governing Boards

Under the statute creating the Board of Governors, a 12-member board of trustees, with the president of the student government of the institutions as an ex-officio member, was provided for each of the 16 senior public institutions. Responsibilities are largely delegated by the board of governors. Each community college, technical college and technical institute is governed by a board of trustees consisting of 13 members, with the president of the student government or the chairman of the executive board of the student body of each institution as an ex-officio, non-voting member of the board of trustees.

Master Planning

In April 1976, the Board of Governors adopted a long-range (1976-1981) plan for The University of North Carolina, based largely on five-year plans submitted by each of the 16 institutions. The university plan defined the academic role of each of the institutions, authorized the planning of requested academic programs, provided for the annual revision of the plan and initiated a systematic review of all current degree programs offered by the constituent institutions.

The long-range plan was revised in 1977 and in 1978. Subsequent editions have been published biennially, the most recent for 1992-97. The preparation of the planning document is a joint endeavor. Each institution, under the direction of the chancellor, develops and submits proposed amendments to its current five-year plan. The president's staff engages also in university-wide planning, through various special studies and program reviews, and engages in appropriate consultation with representatives of the community college system, of the private colleges and universities, and of the State Department of Public Instruction. A comprehensive planning document is then prepared by the president's office for review and consideration by the Board of Governors, after a thorough review of institutional proposals and the completion of the necessary special studies.

After the Board of Governors has amended and adopted the long-range plans, the plan as approved by the Board of Governors is presented to the governor, the Advisory Budget Commission and the General Assembly.

State Student Assistance and Loan Agencies

The North Carolina State Education Assistance Authority functions as the state student assistance agency and North Carolina participates in the Federal/State Student Incentive Grant Program. North Carolina has a state guaranteed loan program under the federally insured loan program.

State Board of Vocational Education

The State Board of Education functions as the State Board of Vocational Education. Its authority concerning postsecondary vocational education, however, within discretionary limits, requires concurrence of the State Board of Community Colleges.

State-Level Organization of Private Colleges and Universities

The North Carolina Association of Independent Colleges and Universities is the state-level voluntary membership organization for 38 private colleges and universities.

Licensure/Approval Agencies/SPRE

The Board of Governors of The University of North Carolina functions as the agency for licensing non-public educational institutions to grant degrees. The governor has appointed a seven-member State Postsecondary Eligibility Review Commission to serve as the State Postsecondary Review Entity.

NORTH DAKOTA

State-Level Coordination and/or Governing Agency

The State Board of Higher Education was established in 1939 and functions as the constitutional governing body for North Dakota's six publicly supported universities (two of which were administratively merged in 1993, now served by one president), three two-year branches, and two two-year colleges. In 1990, the Board of Higher Education created the North Dakota University System whereby all 11 institutions are accountable to a chancellor appointed by the board, rather than directly to the board itself. The North Dakota University System central office is responsible for recommending policy changes and ensuring that the policies set forth by the board are carried out by the institutions.

The board consists of seven members appointed by the governor with the consent of the senate. All seven represent the general public and serve seven-year terms. A non-voting student member was provided by statute in 1977 and, in 1991, a non-voting faculty member was also provided by statute.

The Board and the North Dakota University System office conduct planning and coordination activities for public senior and junior institutions and the liberal arts, trade-technical institutions both as a matter of policy and with constitutional authority. In addition, the board has statutory program approval authority and statutory responsibility to review institutional budgets and make consolidated budget recommendations for institutions within the North Dakota University System.

The state does not have an office of secretary of education and the board does not function as a cabinet department. The chancellor is appointed by the board and is the chief executive officer of the North Dakota University System. No separate public institutional governing boards exist in the state.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

A 1989 statute outlines a cooperative (board/legislative/executive) planning process with a seven-year horizon. The seven-year plan is revised biennially, most recently in 1992 under the title *Action Agenda for the 90's*.

The board adopts a role and scope statement for the institutions it governs and must approve all programs, budgets, personnel and facilities.

State Student Assistance and Loan Agencies

The North Dakota Student Financial Assistance Program is the state student assistance agency for public and private campuses, and North Dakota participates in the Federal/State Student Incentive Grant Program. The Bank of North Dakota (a state-owned bank) operates a state guaranteed loan program.

State Board of Vocational Education

The State Board of Public School Education serves as the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The North Dakota Council of Independent Colleges functions as a state organization for two private colleges.

Licensure/Approval Agencies/SPRE

The State Board of Vocational Education functions as the approval authority for vocational-technical proprietary institutions and confers with the chancellor of higher education for official approval of academic institutions desiring to offer programs or courses in the state. The North

Dakota University System is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

There are no formal articulation committees; however, by law the Board of Higher Education and the Board of Public School Education meet together at least once a year.

OHIO

State-Level Coordinating and/Governing Agency

The Ohio Board of Regents, established in 1963, serves as the statutory coordinating agency in the state. The board consists of nine members serving nine-year terms of office representing the general public and appointed by the governor with the consent of the senate and two ex-officio members (chairpersons of the house and senate education committees). The board has statutory authority for planning and coordination for private institutions and public senior, community and technical institutions. The board has statutory responsibility to review institutional budgets, review and make recommendations for a consolidated budget and approve programs for public senior and two-year colleges, private colleges and universities and diploma schools of nursing. The state does not have an office of secretary of education and the board does not serve as a cabinet department. The chancellor, the executive officer of the board, is appointed by and serves at the pleasure of the board.

Institutional Governing Boards

The statutory institutional governing boards in the state are as follows: the Board of Trustees of Bowling Green State University; the Boards of Trustees of the University of Akron and Wright State University, each governing one public branch and one senior university; the Boards of Trustees of Central State University, Cleveland State University, Shawnee State University, the University of Toledo and Youngstown State University, each governing a single senior public institution; the Boards of Trustees of Ohio University and Ohio State University, each responsible for one senior institution and five public branches; the Board of Trustees of Kent State University with seven public branches and a single public senior institution; the Boards of Trustees of the University of Cincinnati and Miami University with two public branches and a single public senior institution. There are five community colleges governed by boards representing the state and county, 10 technical colleges governed by boards representing the state and local school taxing districts and nine state community colleges with state-appointed boards of trustees. The

Medical College of Ohio at Toledo is an independent institution with a separate governing board and the Northeastern Ohio Universities College of Medicine has a nine-member board of trustees.

Master Planning

Central to the statutory responsibility of the Ohio Board of Regents is formulation of "a master plan for higher education in the state, considering the needs of the state, and the role of the individual public and private institutions within the state in fulfilling these needs." The fifth Master Plan for Higher Education was published in September 1988. In 1991, the Board of Regents convened a task force to examine how colleges and universities could sustain quality programs with the highest degree of efficiency during times of fiscal constraints. Following the task force recommendations, a new plan entitled *Managing for the Future: Challenges and Opportunities for Higher Education in Ohio* was published in July 1992. The board's response to that report, *Securing the Future of Higher Education in Ohio*, was published in December 1992.

State Student Assistance and Loan Agencies

The state has a guaranteed loan program under the federally insured loan program administered by the Student Aid Commission, which also administers state grant programs.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

The Association of Independent Colleges and Universities of Ohio is a voluntary membership organization serving 42 private colleges and universities in the state.

Licensure/Approval Agencies/SPRE

The Ohio Board of Regents has statutory responsibility for authorization of private, non-profit colleges and universities to operate in Ohio. The Department of Education approves vocational schools, and proprietary schools are approved by the Board of Proprietary School Registration. The Ohio State Postsecondary Review Entity and the Board of Regents share responsibility for the designated State Postsecondary Review Entity.

Related Non-governmental Organization With Staffs and Programs Representing Both Public and Private Institutions

The Ohio College Association is a voluntary membership organization representing both public and private institutions. Its primary focus is marketing higher education opportunities in Ohio.

The Inter-University Council is a voluntary membership organization which represents the interests of the state's 13 public universities and one independent medical school.

The Ohio Association of Community Colleges is a voluntary membership organization which represents the interests of the state's 24 public community and technical colleges.

OKLAHOMA

State-Level Coordinating and/or Governing Agency

The State Regents for Higher Education, established by constitutional amendment in 1941, is the coordinating agency for all postsecondary education in Oklahoma. The membership of the regents is set by the constitution at nine members, appointed for nine-year overlapping terms by the governor with the consent of the senate, all representing the general public. The regents have constitutional responsibility for prescribing standards, granting degrees, setting fees, determining budget needs and making budget allocations to all public institutions of higher education, both senior and junior. In addition, the regents have constitutional authority for planning and coordination of all postsecondary institutions, both public and private. The executive officer of the regents is appointed by the regents and serves at their pleasure.

Institutional Governing Boards

Oklahoma's public institutions of higher education are operated by 19 governing boards, three of which are constitutional and three of which govern more than one institution. The constitutional boards are the Board of Regents of the University of Oklahoma which governs the University of Oklahoma and Cameron University, the Board of Regents of Oklahoma Colleges which governs six senior institutions and the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges which governs Oklahoma State University, two additional public senior colleges and two public junior colleges. With the exceptions as noted above, all other public institutions and centers of higher education have separate and independent statutory governing boards.

Master Planning

The regents have begun a process of defining the mission for the system, and refining an existing set of function statements for the community college, senior and research university tiers of the system. During the winter and spring of 1990, the regents held a series of strategic planning conferences with each of the institutions and their governing boards within the public system. The outcome of these meetings was a set of directions for change and, through a process of refinement with the institutions, these directions for change will be developed into a master plan for the 1990s. The focus is on academic excellence. An Academic Planning/Resource Allocation (APRA) has been implemented that calls for institutions to set priorities and reallocate resources to strengthen top priorities. Since APRA's implementation in 1991, 293 programs have been eliminated.

State Student Assistance and Loan Agencies

The State Regents for Higher Education function as the state student assistance agency operating the Federal/State Student Incentive Grant Program through the Oklahoma tuition aid grant program. The regents also function as the state guaranty agency for the Oklahoma Guaranteed Student Loan Program.

State Board of Vocational Education

The State Board of Vocational and Technical Education is the State Board of Vocational Education, and is independent of the State Board of Education.

State-Level Organization of Private Colleges and Universities

The Oklahoma Association of Independent Colleges and Universities is the state organization for 15 private colleges and universities.

Licensure/Approval Agencies/SPRE

The State Regents for Higher Education function as the approval and licensing agency for public and private degree-granting institutions. The Department of Vocational and Technical Education has supervision over the vocational and technical schools. The Oklahoma Board of Private Schools licenses the operation of proprietary schools. The State Regents for Higher Education is the designated State Postsecondary Review Entity.

Related Non-Governmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Higher Education Alumni Council and staff serve representatives from public and private postsecondary education.

OREGON

State-Level Coordinating and/or Governing Agency

The Office of Educational Policy and Planning serves as a statutory policy agency for education in the state along with State Department of Education and the State Department of Higher Education. With respect to postsecondary education, the office has statutory authority to review all proposed new and existing programs and locations for consistency with statewide policy and program objectives. The office has final authority for approval or rejection of new publicly-operated programs where such program may have a significant adverse impact on a program in another segment of education. The office administers degree-granting law for private and out-of-state institutions.

In addition, the office provides the staffing support for Oregon's Workforce Quality Council. The council has been given the responsibility to develop goals and to design a strategy for improving the quality of Oregon's workforce. The office has statutory authority to assess budget priorities of the workforce-development agencies and to make recommendations to the governor prior to the governor's action on the budget requests. The executive officer of the office is appointed by and serves at the pleasure of the governor.

Institutional Governing Boards

There are two institutional governing boards in the state -- the State Board of Education with statutory authority for the supervision and regulation of 13 community colleges and three service districts, each of which has its own elected governing board, and the State Board of Higher Education with statutory authority for eight public senior institutions. Under Executive Order of the governor, the two boards meet jointly to address policy issues that reach beyond the jurisdiction of either.

Master Planning

No agency in Oregon has statutory authority to develop, adopt, and maintain a comprehensive education plan. A forum for the review and oversight of articulation issues and collaborative planning efforts between educational segments is provided through regular joint meetings of the educational boards. The Workforce Quality Council provides guidance and oversees state and regional workforce development planning efforts. The Office of Educational Policy and Planning maintains a central data base on education using IPEDS data.

The Higher Education 2010 Advisory Panel published a set of recommendations for the Oregon State System of Higher Education in March 1994 entitled *Education Unbounded: A Vision of Public Higher Education Serving Oregon in the Year 2010.*

State Student Assistance and Loan Agencies

The Oregon State Scholarship Commission functions as the state student aid agency and Oregon participates in the federal/state student incentive grant program. Oregon has a state-guaranteed loan program under the federally-insured loan program. Oregon has a State Need Grant Program and Cash Awards, distributed on the basis of both need and scholarship.

State Board of Vocational Education

The State Board of Education functions as the State Board of Vocational Education and as the State Board for Community Colleges.

State-Level Organization of Private Colleges and Universities

The Oregon Independent Colleges Association serves as the state organization for 18 private colleges and universities.

Licensure/Approval Agencies/SPRE

The Office of Educational Policy and Planning has approval and licensing authority for most private degree-granting institutions in Oregon and all out-of-state public and private colleges and universities offering programs in Oregon. The State Board of Education has approval authority for private vocational schools. The Office of Educational Policy and Planning is the designated State Postsecondary Review Entity.

PENNSYLVANIA

State-Level Coordinating and/or Governing Agency

The State Board of Education, created by the General Assembly in 1929, is organized into two councils having members appointed by the governor with the advice and consent of the senate for overlapping terms of six years. Of the board's 22 members, 10 serve as members of the Council of Basic Education and 10 are members of the Council of Higher Education, with the chairman of the board serving on both councils. There is a statutory office of secretary of education with the State Department of Education as a cabinet-level agency. The board has statutory authority for planning and coordination of Pennsylvania's postsecondary education sectors, currently consisting of the State System of Higher Education with 14 state universities and four branch campuses; four state-related universities with 26 branch campuses and one affiliated college; 14 community colleges; 111 independent colleges and universities; seven junior colleges; and 94 specialized associate degree-granting institutions, including one state school of technology.

The State Board of Education reviews policies, standards, rules and regulations formulated cooperatively by university councils of trustees and the Department of Education; implements board policies and principles and establishes standards governing education in the state. The secretary of education annually submits the budget requests for education, with recommendations, to the secretary of budget. The Department of Education has limited program approval responsibilities for the various sectors of higher education.

The State System of Higher Education is governed by a board of governors with a chancellor as chief executive officer. Subject to the rules and regulations of the State Board of Education, the board of governors has broad fiscal, personnel and educational policy control over the institutions of the system.

Institutional Governing Boards

Each university in the State System of Higher Education has a council of trustees which operates in accordance with statute and the rules and regulations adopted by the board of governors. The Board of Trustees of Pennsylvania State University has authority for the university, its 18 branch campuses and four specialized campuses. The Board of Trustees of Temple University, with one branch campus, and the Board of Trustees of Lincoln University have authority for their respective institutions. All other institutions including the community colleges have their own governing boards.

Master Planning

Pennsylvania has developed four master plans. The first, in 1966, was concerned with enrollments, programs and finances in the public sector. The 1971 plan included both state-supported and independent institutions, and was problem-oriented with attention directed toward specific issues in higher education. The third plan, approved by the State Board of Education in 1978, was based upon the work of six task forces dealing with major issues through three graduated planning phases. The fourth and most recent plan was adopted in 1986, and launched an on-going series of related studies.

State Student Assistance and Loan Agencies

The Pennsylvania Higher Education Assistance Agency serves as the state's central agency for the administration of the following student financial assistance related programs: State Higher Education Grant (Scholarship) Program; State Student Loan Guaranty Program under the federal guaranteed student loan programs; State Institutional Assistance Grants Program; Federal/State Student Incentive Grant Program; Statewide Summer College Work-Study Program; Parent Loans for Undergraduate Students; PHEAA HEAL (Health Education Assistance Loan) Program; Pennsylvania Family Partnership Program and SUPPLEMENTAL Loan Program.

State Board of Vocational Education

The State Board of Education functions as the State Board for Vocational Education.

State-Level Organization of Private Colleges and Universities

The Commission for Independent Colleges and Universities of Pennsylvania, a non-governmental body, serves as the state organization for 77 private colleges and universities.

Licensure/Approval Agencies/SPRE

The State Department of Education has licensing authority for all postsecondary proprietary institutions, charter authority and approval over all new postsecondary education degree-granting institutions, and serves as the designated State Postsecondary Review Entity.

Related Non-Governmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Pennsylvania Association of Colleges and Universities, with 117 members, represents both public and private institutions. Several regional voluntary coordinating councils operate in the state for the purpose of promoting cooperation in higher education planning and administration. Cooperative interaction also occurs through the Coalition To Improve Education which consists of major basic and higher education associations devoted to improving educational quality in Pennsylvania.

Statutory Advisory Committees and/or Task Forces

The Pennsylvania Advisory Council on Vocational Education was created pursuant to the 1968, 1972 and 1976 Vocational Education Amendments. The governor appoints individuals to the council for one-year terms. The council advises the State Board of Education on the development of the State Plan and Accountability Report and on policy matters in the administration of the state plan. The council is also responsible for evaluating vocational programs, services and activities, for publishing the evaluation results and for preparing an annual report.

RHODE ISLAND

State-Level Coordinating and/or Governing Agency

The Board of Governors for Higher Education, established in 1981, serves as the statutory governing agency for the Community College of Rhode Island, Rhode Island College and the University of Rhode Island. The Board of Governors consists of 15 members: 12 appointed by the governor (including one student), the chairperson of the Board of Regents for Elementary and Secondary Education (also appointed by the governor), and the chairpersons of the senate and house finance committees or their designees. Public members serve a three-year term of office and they may be reappointed to a total of three terms (except students who may serve only one two-year term). The powers and duties of the board include: developing a higher education information system; master planning; capital development; general supervision over public higher education; and instructional program approval. The executive officer of the board is the commissioner of higher education who is appointed by the board with the approval of the governor and serves at the pleasure of the board. The board maintains an office of higher education. There is a Board of Regents for Elementary and Secondary Education and a Public Telecommunications Authority. Prior to 1981, the responsibilities of these two entities, together with those of the Board of Governors, were vested in a single Board of Regents for Education.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

Master planning activities in Rhode Island are among the responsibilities of the Board of Governors for Higher Education. A statement of purposes for postsecondary education in Rhode Island was adopted in 1978. A Master Planning Committee, established in 1985, oversees the planning process, decides which policies are priority areas, and appoints task forces to research and develop those policies and plans. In 1994, the committee is launching a new master planning initiative for higher education which is to define future directions for the 21st century.

State Student Assistance and Loan Agencies

Student assistance programs are administered by the Rhode Island Higher Education Assistance Authority. This office is the state guarantor under the federally-insured loan program. Rhode Island participates in the Federal/State Student Incentive Grant Program.

State Board of Vocational Education

The Department of Elementary and Secondary Education serves as the State Board of Vocational Education.

Licensure/Approval Agencies/SPRE

The Board of Governors for Higher Education has approval and licensing authority for private degree-granting institutions and approval authority for proprietary institutions. The Office of Higher Education is the designated State Postsecondary Review Entity.

SOUTH CAROLINA

State-Level Coordinating and/or Governing Agency

The Commission of Higher Education was established in 1967 as the statutory coordinating agency for higher education. The General Assembly in 1978 adopted amendments to the enabling legislation, the chief effect of which was to restructure the membership of the commission. Act 629 of 1988 amended the statute to add a number of initiatives for research and academic excellence and to modify the commission's appointment process. Under this amendment, the commission is composed of 18 members appointed by the governor for four-year terms — two from each congressional district appointed upon the recommendation of the majority of the legislative delegation from the respective districts and six appointed from the state at-large with the advice and consent of the senate. No member may serve more than two consecutive terms. The chairperson is elected for one-year terms by the members, and may not serve as chairperson more than four consecutive years.

Other amendments adopted in 1978 required the commission to submit to the General Assembly within one year a master plan for higher education; added to the commission's responsibility the authority approve new programs and to recommend the termination of existing programs at public institutions; and required the commission to review, modify as necessary, and present to the General Assembly appropriations requests from the State Board for Technical and Comprehensive Education in the same manner as required for other institutions. Act 629 of 1988 required the commission to implement initiatives for research and academic excellence relating to students, instruction and educational services, research and economic development, planning and assessment, and commission effectiveness. The executive officer of the commission is appointed by and serves at the pleasure of the commission. South Carolina government is not organized into cabinet-level departments, and there is no office of secretary of education.

Institutional Governing Boards

The 11 institutional governing boards include Boards of Trustees for Clemson University, Coastal Carolina University, the Medical University of South Carolina, South Carolina State University, Winthrop University, the College of Charleston, Francis Marion University, Lander University, and the Board of Visitors for the Citadel, each governing a single institution; the Board of Trustees of the University of South Carolina, which governs three senior and five two-year branches and the State Board for Technical and Comprehensive Education which governs 16 two-year technical education institutions.

Master Planning

The 1978 amendments require the commission to prepare and maintain a master plan for all postsecondary education. The plan was approved by the General Assembly on April 2, 1980, and must be reviewed annually by the commission. Act 629 of 1988 requires the commission to develop and annually update a statewide strategic plan and to ensure that each public institution design and maintain its individual planning process.

State Student Assistance and Loan Agencies

The Higher Education Tuition Grants Commission, consisting of eight representatives of private, non-profit postsecondary institutions and the commissioner of higher education (or designee) serving ex-officio, administers a state-supported grant program for students at private institutions. The commission also administers the state's participation in the Federal/State Student Incentive Grant Program. Members of the State Budget and Control Board function as the State Education Assistance Authority to administer funds made available for student loans through the sale of revenue bonds. The authority contracts with the South Carolina Student Loan Corporation, a state-chartered lending agency privately established for the purpose of administering the program.

State Board of Vocational Education

The State Board of Education is designated the State Council on Vocational and Technical Education and governs 55 vocational education centers. Vocational-occupational education programs are also conducted by the 16 technical educational institutions and by many junior and senior public and private colleges. Coordination by the State Council on Vocational and Technical Education with the commission is voluntary.

As a result of action taken during the 1992-93 session of the General Assembly, the 13-member State Council on Vocational and Technical Education (required under the Perkins Act) was reconstituted to include seven members of the Commission on Higher Education. The council contracted for personnel and other services with the Commission on Higher Education, and made the commission its fiscal agent. The council's purpose is to carry out evaluative functions and provide advice to appropriate boards on policy matters pertaining to secondary vocational education as well as postsecondary vocational education (technical education). Policy advice, in the form of recommendations, is submitted to the appropriate board or boards to improve the programs and the efficiency of occupational education in South Carolina.

State-Level Organization of Private Colleges and Universities

The Independent Colleges and Universities of South Carolina, Inc. functions as the organization for the private colleges and universities.

Licensure/Approval Agencies/SPRE

The General Assembly in 1977 adopted legislation requiring the Commission on Higher Education to license private degree-granting institutions established in the state since 1953, except for theological schools. The legislation also requires licensure of in-state offerings by public or independent institutions located elsewhere. Authority to license proprietary institutions which do not award degrees and to carry out approval functions required by the Veterans Administration was transferred from the State Board of Education to the Commission on Higher Education in 1991. The Commission on Higher Education is the designated State Postsecondary Review Entity.

Statutory Advisory Committees and/or Task Forces

An Advisory Council of Public College and University Presidents and an Advisory Council of Private College Presidents were created by the 1967 Act, as amended, to meet with and submit recommendations to the Commission on Higher Education. Both councils are involved in the comprehensive planning conducted by the commission.

SOUTH DAKOTA

State-Level Coordinating and/or Governing Agency

The Board of Regents serves as the constitutional governing body for the six public universities, a school for the deaf and a school for the visually handicapped. The board was expanded by statute to nine voting members, which includes one student representative, appointed by the governor with senate confirmation to serve six-year terms of office (the student serves for two years). There are no public junior colleges in the state. The executive officer of the Board of Regents is appointed by and serves at the pleasure of the board.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

Master planning is a responsibility of the Board of Regents and systemwide planning is coordinated through the Office of the Executive Director.

State Student Assistance and Loan Agencies

The Office of the Secretary of Education and Cultural Affairs serves as the state student assistance agency. The South Dakota Education Assistance Corporation administers the guaranteed student loan program.

State Board of Vocational Education

The State Board of Vocational Education comprises one of the four divisions within the Department of Education and Cultural Affairs. It includes both secondary and postsecondary vocational education.

State-Level Organization of Private Colleges and Universities

The South Dakota Association of Private Colleges serves as a state organization for seven private colleges and universities.

Licensure/Approval Agencies/SPRE

The secretary of education and cultural affairs has licensing and approval authority for postsecondary educational institutions. The Board of Regents is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The South Dakota Post High School Coordinating Council is a voluntary organization with a full-time executive secretary to coordinate and articulate activities of the secondary schools and the postsecondary sector.

TENNESSEE

State-Level Coordinating and/or Governing Agency

The Higher Education Commission was created by the General Assembly in 1967 to serve as the statutory coordinating agency for postsecondary education in Tennessee. The commission consists of 13 members, nine who represent the general public and are appointed by the governor for a six-year term of office, and three serving as ex-officio members. Also the executive director of the State Board of Education serves as an ex-officio member. Legislation under consideration in 1994 would add two non-voting student members. The commission has statutory responsibility for planning and coordination for area vocational-technical schools, public technical institutes, community colleges and four-year institutions, and as a matter of policy for private institutions. The commission has statutory responsibility to license and regulate private trade schools operating within the state. By statute, the commission reviews institutional budgets and makes budget recommendations for public technical institutes, community colleges, and senior universities as well as the system of 26 non-degree granting state area vocational-technical schools. In addition, the commission has statutory authority to approve new degree programs for this same set of institutions. Tennessee does not have an office of secretary of education and the commission does not serve as a cabinet department. The executive officer is appointed by and serves at the pleasure of the commission.

Institutional Governing Boards

There are two public institutional governing boards in the state: (1) the Board of Regents of the State University and Community College System which exercises statutory responsibility for six senior institutions, 12 community colleges, two technical institutes, and 26 non-degree granting area vocational-technical schools and (2) the Board of Trustees of the University of Tennessee which exercises statutory authority for five senior institutions as well as statewide units of extension and public service.

Master Planning

The commission developed a new master plan in 1990, as well as institutional mission statements to reflect the current status of state higher education as well as future prospects. Each of the governing boards has revised the role and scope statements of its respective institutions. A new master plan is under development in 1994.

State Student Assistance and Loan Agencies

The Tennessee Student Assistance Corporation functions as the state agency for administration of all state and federal student aid programs. The Corporation serves as a guarantor for the federally guaranteed loan programs. Effective January 1992, BTI Services, Inc. has been contracted to process the Stafford, PLUS and SLS programs.

State Board of Vocational Education

The State Board of Education is the State Board for Vocational Education.

State-Level Organization of Private Colleges and Universities

The Tennessee Independent Colleges and Universities serves as the organization for 35 private colleges and universities and is recognized in the revised master plan.

Licensure/Approval Agencies/SPRE

The Tennessee Higher Education Commission has approval and licensing authority of all postsecondary institutions operating in Tennessee. Institutions are authorized under the standards established by the Postsecondary Institutional Authorization Act of 1975 and must submit annual requests for reauthorization. The scope of the Act includes both institutions based primarily in Tennessee as well as out-of-state institutions offering programs or courses in the state. The Higher Education Commission is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Education Reform Act of 1984 requires the Higher Education Commission and the Board of Education to hold an annual joint meeting for the purpose of coordinating K-12 and postsecondary education.

TEXAS

State-Level Coordinating and/or Governing Agency

The Texas Higher Education Coordinating Board serves as the statutory coordinating agency for public postsecondary education in the state. The board is composed of 18 members representing the general public, who are appointed by the governor with senate confirmation for six-year overlapping terms. The board has statutory responsibility for approving or disapproving all degree programs and off-campus activities for public community and technical colleges and universities. The board also develops formulas for use by the governor and Legislative Budget Board in recommending legislative appropriations needed to finance public institutions of higher education. The board is responsible for authorizing elections to create public community college districts and the adoption of standards for the operation of public community colleges. It also approves or disapproves most major new construction and repair and rehabilitation at public universities. Texas does not have an office of secretary of education and the board does not function as a cabinet department. The commissioner of higher education (the agency's chief executive officer) is appointed by and serves at the pleasure of the board.

Institutional Governing Boards

There are 50 public community college districts in the state and one public technical college system. Of the 13 statutory university governing boards, nine are responsible for multiple campuses and four for a single institution. Governing boards responsible for more than one institution and the number of institutions they govern are: (1) the University of Texas System — seven universities, two upper-level institutions, two health science centers, one medical branch and one medical center; (2) Texas A&M University System — seven universities, one health science center and one college of marine resources; (3) Texas Tech University —- one university and one health sciences center; (4) Texas State University System — four universities and one upper-level center; (5) Lamar University —- one university and two lower-division centers; (6) the University of Houston System —- two universities and two upper-level institutions; (7) University of North Texas —- one university and one health science center; (8) East Texas State University -- one university plus one additional campus; and (9) Texas State Technical College System -- four technical colleges. The boards of the following universities govern single institutions: Texas Southern University, Midwestern State University, Texas Woman's University and Stephen F. Austin State University.

Master Planning

The coordinating board's original plan for higher education development, *Challenge for Excellence*, was published in 1968. A 1975 revision evaluated development in Texas postsecondary education since that time and projected needs to 1980. *Texas Higher Education in Transition*, published in 1978, contained further recommendations for higher education. *Informing the Future: A Plan for Higher Education for the Eighties*, published by the coordinating board in 1981, contained recommendations to the governor and legislature for their consideration in higher education planning for the next decade. *Long Range Planning for Texas Higher Education*, published in 1989, identified accomplishments and challenges in higher education and goals based on the *Texas Charter for Public Higher Education*. *Texas Higher Education Coordinating Board Strategic Plan 1992* contained strategies for meeting goals and objectives established to respond to changes in higher education through 1998. *Master Plan for Higher Education 1993* is the latest two-year update of a process to determine progress toward the goals established in the master plan and to set new goals.

State Student Assistance and Loan Agencies

The Texas Higher Education Coordinating Board administers state and federal student financial aid programs including grants, work-study programs (state only), student loans, student loan forgiveness programs, and student loan repayment programs. The Texas Guaranteed Student Loan Corporation is the state guarantee agency for the federally-insured loan program.

State Board of Vocational Education

The State Board of Education functions ex-officio as the State Board of Vocational Education. The coordinating board is responsible for administration and funding of programs relating to vocational-technical education in Texas' public community colleges, the Texas State Technical College System and other public postsecondary institutions.

State-Level Organization of Private Colleges and Universities

The Independent Colleges and Universities of Texas, Inc., serves as the state organization for 38 private colleges and universities.

Licensure/Approval Agencies/SPRE

The Texas Education Agency authorizes degree-granting for vocational-technical and proprietary institutions. The coordinating board approves associate of applied science and associate of applied arts degree programs offered at public and private post-secondary institutions. Also, the coordinating board serves as the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

To enhance cooperation between the coordinating board and the State Board of Education (which oversees public K-12 education), a joint committee was created by the two agencies to explore issues of mutual interest, including teacher education, dropout prevention, and testing.

UTAH

State-Level Coordinating and/or Governing Agency

The State Board of Regents, established in 1969 and amended in structure and responsibility in 1974, 1981, and 1991, has statutory governing authority for a total of nine public institutions: four universities and five community colleges. The board is composed of 16 members, 15 representing the general public and appointed by the governor with senate confirmation for six-year terms. The 16th member, a student, serves a one-year term and is one of three students nominated by the Statewide Council of Student Body Officers and appointed by the governor. The Board of Regents has statutory authority for coordinating and planning for all segments of public postsecondary education (junior, senior, and vocational-technical). In addition, the board has authority to approve programs, review institutional budgets, and make consolidated budget recommendations for public senior and junior institutions. The state does not have an office of secretary of state and the Board of Regents is not a cabinet department. The executive officer is appointed by and serves at the pleasure of the board.

Institutional Governing Boards

In addition to the State Board of Regents, each of the nine institutions has a board of trustees, appointed by the governor, with senate consent. The institutional boards of trustees have specific statutory authority, but derive their principal campus governance powers by delegation from the Board of Regents.

Master Planning

The board periodically establishes strategic and master planning task forces to address major planning issues. In 1994, the board is in the process of updating its 1986 master plan and is involved in a statewide strategic planning process for the year 2010.

State Student Assistance and Loan Agencies

The State Board of Regents oversees the state student assistance agency (Utah Higher Education Assistance Authority) and the state participates in the Federal/State Student Incentive Grant Program. The state has a state guaranteed loan program under the federally-insured loan program.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education. Less-than-baccalaureate, non-credit, occupational education programs exist in the area vocational schools under the jurisdiction of the State Board of Education.

Licensure/Approval Agencies/SPRE

The State Board of Regents has approval authority for all degree programs offered in the nine public institutions. No approval and licensing agency exists for private degree-granting and proprietary schools. Non-accredited proprietary schools are required to register with the Board of Regents. The Board of Regents is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The Liaison Committee, composed of representatives of the membership and staffs of the State Board of Education and the State Board of Regents, meets monthly.

The deans of education at the postsecondary institutions serve on a statewide committee to articulate education curricula and also to coordinate elementary-secondary and postsecondary articulation. A Vocational Education Master Planning Steering Committee plans for vocational-technical education in the state. State advisory committees for teacher education and telecommunications also exist.

VERMONT

State-Level Coordinating and/or Governing Agency

There is no statutory or constitutional statewide postsecondary coordinating or planning agency in Vermont. The Vermont Higher Education Council is a voluntary body created for informal communication and planning.

Institutional Governing Boards

Vermont has two institutional governing agencies: (1) the Board of Trustees of the University of Vermont and State Agricultural College, which exercises statutory authority for that single institution; and (2) the Board of Trustees of the Vermont State Colleges, which exercises statutory authority for three senior colleges, a single two-year technical college and a statewide, open, non-campus community college. Each governing board submits to the governor its budget and a requested appropriation amount for the upcoming fiscal year. Recommendations regarding the annual appropriation amounts are submitted to the General Assembly, which makes appropriations for the support of the university and state colleges.

Master Planning

A study was completed in November 1989, which examined the relationship between the state and Vermont's higher education community and made recommendations on public policy, public funding, student assistance and accessibility, accountability and responsiveness, and coordination and outreach. The study recommended the creation of a new Governor's Higher Education Advisory Council, restructuring of the Vermont Student Assistance Corporation Board, re-targeting of state student aid grants to the most needy, and changing approaches to the growing population of non-traditional students. Planning for higher education is carried out by each of the two governing boards.

State Student Assistance and Loan Agencies

The Vermont Student Assistance Corporation is the state student assistance agency and participates in the Federal/State Student Incentive Grant Program. It has a federally-assisted guaranteed loan program.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education. All less-than-baccalaureate postsecondary occupational education programs fall under the two higher education governing boards. Three schools of licensed practical nursing which have been operated by the State Department of Education are to be transferred to the Vermont State Colleges effective July 1, 1994 following final legislative approval in May 1994.

State-Level Organization of Private Colleges and Universities

Most private colleges and universities are members of the Association of Vermont Independent Colleges.

Licensure/Approval Agencies/SPRE

The State Board of Education serves as the licensing and approval authority for private institutions, and also authorizes the granting of degrees. There is no approval authority for private vocational-technical institutions that do not grant degrees. The State Department of Education assists the Veterans Administration in approving programs for veterans' education. The Higher Education Council is the designated State Postsecondary Review Entity.

Related Non-governmental Organizations With Staffs and Programs Representing Both Public and Private Institutions

The Vermont Higher Education Council represents all accredited public and private institutions in the state and by statute advises the State Board of Education on the approval of private institutions and the authorization to grant degrees.

VIRGINIA

State-Level Coordinating and/or Governing Agency

The State Council of Higher Education, established in 1956 and amended in structure and responsibility in 1970, 1974, 1977, 1980, 1989, 1991, and 1993, serves as the statutory coordinating agency in the state. The council consists of 11 members appointed by the governor with confirmation by the legislature. All members represent the general public and serve four-year terms of office. The council has statutory responsibility for planning and coordination, program approval for public senior and junior institutions, and responsibility for the development of all budget guidelines and formulas. In addition, the council reviews institutional budgets and makes budget recommendations. It also administers a number of higher education programs, including several pertaining to affirmative action, and conducts numerous studies at the request of the governor and the General Assembly. Virginia has a statutory office of secretary of education established in 1972. The State Council of Higher Education is not a cabinet department and the executive officer of the council is appointed by and serves at the pleasure of the council.

Institutional Governing Boards

The State Board for Community Colleges has statutory authority for 23 public junior colleges under the coordination of the council. There are 14 other institutional governing boards in the state. The governing boards for single senior institutions are the Board of Visitors of Christopher Newport University, Virginia Military Institute, George Mason University, Longwood College, James Madison University, Mary Washington College, Norfolk State University, Old Dominion University, Radford University, Virginia State University, Virginia Polytechnic Institute and State University and Virginia Commonwealth University. The Board of Visitors of the College of William and Mary has constitutional governing authority for one senior and one junior public institution. The Board of Visitors of the University of Virginia has statutory authority for two senior public institutions.

Master Planning

The council is statutorily charged with the responsibility for master planning. The first master plan was published in 1974 and updated in 1977, 1979, 1981, 1983, 1985, 1987, 1989, and 1992. The most recent master plan was published in March 1994.

State Student Assistance and Loan Agencies

The Council of Higher Education serves as the principal state student assistance agency and the state participates in the Federal/State Student Incentive Grant Program. Virginia has a state guaranteed loan program administered by the Virginia Student Assistance Authority which is a secondary lender and servicer.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education. All less-than-baccalaureate occupational programs, including the area vocational schools designated as postsecondary, are within the planning and coordinating jurisdiction of the State Board of Education, the State Board for Community Colleges and the Council of Higher Education.

State-Level Organization of Private Colleges and Universities

The Council of Independent Colleges in Virginia represents 24 of the 40 private institutions in the state. The Council of Higher Education is statutorily charged with providing advisory services to the private institutions and with maintaining a Private College Advisory Board.

Licensure/Approval Agencies/SPRE

The State Council of Higher Education serves as the licensing and approval agency for private degree-granting institutions and for out-of-state institutions which operate in Virginia. The State Department of Education serves as the approval authority for vocational-technical and proprietary institutions which do not offer degrees. The State Council of Higher Education is the designated State Postsecondary Review Entity.

Voluntary or Statutory Committees for Articulation/Communication Between Elementary-Secondary and Postsecondary Education

The State Advisory Committee on Teacher Education is made up of representatives from the State Department of Education, State Council of Higher Education, colleges, public schools and the general public. The Admissions and Articulation Committee is composed of deans and directors of admission of the two- and four-year institutions.

Statutory Advisory Committees and/or Task Forces

The Private College Advisory Board was established to provide a communications link to private colleges. The Postsecondary Education Advisory Committee is intended to provide the council with advice and opinions from all segments of Virginia's postsecondary education community.

WASHINGTON

State-Level Coordinating and/or Governing Agency

The Higher Education Coordinating Board replaced the Council for Postsecondary Education in 1985. The board is composed of nine at-large citizen members appointed by the governor with senate confirmation. Eight board members serve four-year terms. The chair is appointed by and serves at the pleasure of the governor. The Higher Education Coordinating Board has statutory responsibility for: (1) developing role and mission statements; (2) preparing a master plan; (3) reviewing and evaluating operating and capital budget requests; (4) recommending legislation; (5) recommending tuition and fee policies; (6) establishing financial aid priorities; (7) preparing recommendations on merging or closing institutions; and (8) developing criteria for identifying need for new baccalaureate institutions. The board does not function as a cabinet department. The executive officer of the board is appointed by and serves at the pleasure of the board.

Institutional Governing Boards

The State Board for Community College Education was created by the Community College Act of 1967 and modified in 1991 by the state legislature to become the State Board for Community and Technical Colleges (SBCTC). The SBCTC is the central administrative agency for the 27 public community colleges and five technical colleges. Each of the state-supported colleges also has its own local governing board. The district boards are responsible for the operation of the colleges, determination of curricula (with state board review and approval), awarding of degrees and certificates and establishment of necessary local administrative rules and regulations. The State Board is responsible for policies covering concerns of a statewide nature (budget and funds allocations, standard policies and institutional locations). Each four-year public institution is governed by an individual statutory governing board -- the Boards of Trustees of Central Washington, Eastern Washington and Western Washington Universities, and of the Evergreen State College, and the Boards of Regents of the University of Washington and Washington State University.

Master Planning

Planning, research and policy analysis are among the Higher Education Coordinating Board's responsibilities. Special reports and recommendations are submitted periodically (student assistance, off-campus instruction, etc.) The master plan is updated every four years and presented to the governor and legislature. After conducting public hearings, the legislature approves or recommends changes to the master plan, which then becomes state higher education policy. The master plan includes analysis of demographics, ethnic population needs, college attendance and drop-out rates, needs of place-bound adults, enrollment recommendations, guidelines for continuing education and other factors.

State Student Assistance and Loan Agencies

The Higher Education Coordinating Board serves as the state student assistance agency and administers three major state, need-based financial aid programs (State Need Grant, State Work-Study and Education Opportunity Grants), and the state's participation in the Federal/State Student Incentive Grant Program. A private non-profit corporation, the Northwest Education Loan Association, administers the federally-guaranteed student loan program.

State Board of Vocational Education

The Workforce Training and Education Coordinating Board, created in 1991, serves as the State Board of Vocational Education. It is responsible for planning, coordinating, evaluating, monitoring and policy analysis for the state training system as a whole. In addition, the board advises the governor and legislature concerning the state training system.

State-Level Organization of Private Colleges and Universities

The Washington Friends of Higher Education and the Independent Colleges of Washington serve as the state-level voluntary organizations for the private colleges and universities.

Licensure/Approval Agencies/SPRE

The Higher Education Coordinating Board administers the regulations implementing the Educational Services Registration Act for non-accredited degree-granting institutions. Private, non-accredited vocational schools are registered by the Workforce Training and Education Coordinating Board. The Higher Education Coordinating Board is the designated State Postsecondary Review Entity.

WEST VIRGINIA

State-Level Coordinating and/or Governing Agency

Public higher education in West Virginia operates within a two-system structure, created during the 1989 legislative session. At that time, the West Virginia Board of Regents was abolished and two governing boards were created: The Board of Trustees of the University System of West Virginia and the Board of Directors of the State College System. Each board is composed of 17 members, 12 appointed by the governor with senate confirmation, two serving as non-voting ex-officio members (state superintendent of schools and the chancellor of the other system) and three members serving in ex-officio voting capacity (the chairpersons of the faculty, student and classified employees advisory councils for each system). Twelve members represent the general public and serve six-year terms of office. The ex-officio voting members serve one-year terms; additional terms are not limited contingent upon being elected as chairperson.

The Board of Trustees of the University System of West Virginia governs two universities, two regional campuses of a university, a free-standing graduate college, and a school of osteopathic medicine. The two universities also have medical schools. The State College System consists of eight four-year public colleges (six of which have community college divisions) and two free-standing community colleges. Each board is statutorily responsible for determining, controlling, supervising, and managing the financial, business and educational policies and affairs of the state institutions under its jurisdiction. Each board also has statutory responsibility for reviewing and approving new degree programs proposed by institutions under its jurisdiction. The two boards each hire a chancellor who serves at their will and pleasure. The two chancellors jointly hire a senior administrator who oversees the central office staff that serves both boards.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

Each governing board has developed a plan that includes specific activities to improve access, quality and efficiency.

State Student Assistance and Loan Agencies

The senior administrator, who is jointly hired by the state chancellors, is the administrator of the state student assistance program and the Federal/State Student Incentive Program. West Virginia has a state guaranteed loan program administered by a separate non-profit agency.

State Board of Vocational Education

The Joint Commission for Vocational-Technical-Occupational Education is the sole agency responsible for the administration of vocational-technical-occupational education in the state. The Joint Commission currently determines which adult occupational education programs and which adult technical preparatory programs are under the jurisdiction of the State Board of Education and the Board of Directors.

State-Level Organization of Private Colleges and Universities

The West Virginia Association of Private Colleges serves as the organization for 10 private institutions of higher education.

Licensure/Approval Agencies/SPRE

The Board of Directors and the Board of Trustees have approval and licensing authority for degree-granting institutions under their jurisdiction. The Joint Commission for Vocational-Technical-Occupational Education determines the standards for certification and awards for vocational programs in the state. The Central Office of the State College and University Systems of West Virginia is the designated State Postsecondary Review Entity.

Statutory Advisory Committees and/or Task Forces

Three advisory councils to each board have been established by statute — the Advisory Council of Classified Employees, the Advisory Council of Faculty and the Advisory Council of Students.

WISCONSIN

State-Level Coordinating and/or Governing Agency

The Board of Regents of the University of Wisconsin System was established in 1971 and serves as the statutory governing agency for the state's 13 public, four-year universities and 13 freshman-sophomore university centers, and university extension. The board consists of 17 members, fourteen appointed by the governor for seven-year terms, subject to senate confirmation. Two serve as ex-officio members: the superintendent of the Department of Public Instruction and a representative of the Wisconsin Technical College System Board. A student regent, appointed by the governor and confirmed by the senate, serves a two-year term.

The Technical College System Board is composed of 13 members. Three employers, three employees, and three members-at-large are appointed by the governor for six-year terms, subject to senate confirmation. A student member, appointed by the governor and confirmed by the senate, serves a two-year term. The president of the Board of Regents, the superintendent of the Department of Public Instruction and the secretary of the Department of Industry, Labor and Human Relations serve as ex-officio members. The state is divided into 16 technical college districts operating 42 campuses, three of which offer a lower-division, college-level, liberal arts program. The agency is charged with the statutory mission of providing programs in vocational, technical and short-term and apprenticeship programs. The board has statutory responsibility for program planning, coordinating, approval and evaluation and accountability for the use of state and federal funds.

The University System is represented on the Educational Communications Board, which is responsible for statewide planning and coordination of non-commercial educational radio and television systems. The units of the System cooperate closely with the Higher Educational Aids Board in providing financial aid to students. The Board of Regents of the University of Wisconsin System cooperates with the Wisconsin Technical College System Board in planning new programs and coordinating efforts to meet the educational needs of the state. Other state agencies with which the University System works closely are the Building Commission, the Department of Administration, the State Historical Society and the Departments of Health and Social Services; Industry, Labor and Human Relations; Justice; Development; Natural Resources; and Public Instruction and Veterans Affairs.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

The Board of Regents of the University of Wisconsin System and the Wisconsin Technical College System Board conduct master planning for higher education for their respective systems. Planning is coordinated through joint committees and membership of the board presidents of both boards. In particular areas, master planning results from recommendations of task forces with members drawn from public and private higher education institutions and from practicing professionals, state officials and concerned citizens.

State Student Assistance and Loan Agencies

The Higher Educational Aids Board serves as the state student assistance agency. The Great Lakes Higher Education Corporation is responsible for the management and operation of federal guaranteed student loan and PLUS programs.

State Board of Vocational Education

The Wisconsin Technical College System Board is the State Board of Vocational Education (see State-Level Coordinating and/or Governing Agency).

State-Level Organization of Private Colleges and Universities

The Wisconsin Association of Independent Colleges and Universities serves as the organization for 21 of the state's private colleges and universities.

Licensure/Approval Agencies/SPRE

Wisconsin does not have a designated approval and licensing authority for private degree-granting institutions. The Educational Approval Board serves as the licensing and approval agency for proprietary schools in the state, and the Wisconsin Technical College System Board has approval authority for technical colleges. The Educational Approval Board is attached to the Technical College System Board for administrative purposes.

The State Postsecondary Review Entity (SPRE), as currently proposed, will be comprised of members from the UW system, the Wisconsin Technical College System, the Higher Educational Aids Board, the Educational Approval Board, the Wisconsin Association of Independent Colleges and Universities, the Department of Regulation and Licensing, and Great Lakes Higher Education Corporation. Membership will also include one representative each from proprietary and career schools (for-profit) and proprietary and career schools (non-profit), as well as one student each from a proprietary and a career school. The SPRE is staffed and administered by the Higher Educational Aids Board.

Related Non-Governmental Organizations with Staffs and Programs Representing Both Public and Private Institutions

Although not formally staffed, the Wisconsin Association of Higher Education meets periodically to discuss issues of higher education and is composed of the presidents and chancellors of public and private postsecondary institutions in the state.

Statutory Advisory Committees and/or Task Forces

The Council on Financial Aids was established to advise the Higher Educational Aids Board on student assistance matters.

WYOMING

State-Level Coordinating and/or Governing Agency

In 1991, the Wyoming legislature established the Postsecondary Education Coordinating Council to make recommendations regarding the state's seven community (two-year) colleges and one four-year institution.

Institutional Governing Boards

By state constitution, governance of the University of Wyoming is vested in 12 trustees appointed by the governor and confirmed by the senate. Each of the seven community colleges has a local board, and there is a statewide Community College Commission to set overall policy. There is no all-encompassing board to oversee both the University and the community colleges.

Master Planning

The Postsecondary Education Coordinating Council does not make policy. It is composed of representatives from the legislature, community colleges, university and general public. Its primary function is to stimulate dialogue on issues of postsecondary education and to make recommendations for legislative action in terms of financing, governance and programs.

State Student Assistance and Loan Agencies

The Community College Commission administers the state's participation in the Federal/State Student Incentive Grant Program. Wyoming has established a guaranteed student loan program which operates within the Wyoming Higher Education Assistance Foundation. No state level student aid programs are operated as a part of state government.

State Board of Vocational Education

The State Board of Education is the State Board of Vocational Education.

State-Level Organization of Private Colleges and Universities

There are no private non-profit degree-granting institutions in Wyoming.

Licensure/Approval Agencies/SPRE

The State Department of Education serves as the licensing and approval authority for proprietary institutions. The licensing and certification services unit serves as the approval authority for vocational-technical and proprietary institutions. The Department of Education also serves as the State Postsecondary Review Entity.

DISTRICT OF COLUMBIA

State-Level Coordinating and/or Governing Agency

The University of the District of Columbia Board of Trustees governs the university. Of the 16 members on the Board, 11 are appointed by the mayor with the advice and consent of the D.C. Council, three are alumni members chosen by the University of the District of Columbia Alumni Association, one is a student, and the president of the University serves as the ex-officio member. The term of the student member is for one year, and the terms of the other members are for five years, with initial terms staggered from two to five years.

The Board of Governors of the District of Columbia School of Law consists of seven members. Four are appointed by the mayor, with the advice and consent of the D.C. Council; two are appointed by the District of Columbia Bar; and one is elected by the alumni through a postal ballot election.

The Education Licensure Commission is the state-level education agency for regulating and licensing all private postsecondary educational institutions in the District.

The District of Columbia does not have a designated office of secretary of education and the university's governing board does not serve as a cabinet department. The District has an Office of Postsecondary Education, Research and Assistance within the Department of Human Services which serves as the state agency for postsecondary education. The Subcommittee on Postsecondary Education, D.C. Advisory Committee on Education, is the advisory body to the Office of Postsecondary Education, Research and Assistance required by HEA 1965, section 1203E, and also assists with policy matters pertaining to related programs. The Mayor's Office of Education advises the Mayor on educational issues, and assists her in performing statutory duties and responsibilities required by the D.C. Code, Municipal Regulations and Federal Laws.

Institutional Governing Boards

(See State-Level Coordinating and/or Governing Agency.)

Master Planning

The Board of Trustees was required by its establishing legislation to prepare a long-range plan for the development of the university. A five-year master plan was adopted by the board in 1981 as the blueprint for the orderly development of the university through 1985. In 1988, a strategic plan was approved which, with revision as necessary, provides planning parameters for the university. The District of Columbia School of Law is required to develop a self-study review annually while provisionally accredited by the American Bar Association. A long-range planning committee of faculty has also recently been established. The Office of Postsecondary Education, Research and Assistance prepares analytical and statistical reports concerning postsecondary education in the District of Columbia.

State Student Assistance and Loan Agencies

The Office of Postsecondary Education, Research and Assistance (OPERA) serves as the state student assistance agency. The District of Columbia participates in the Federal/State Student Incentive Grant Program and the Paul Douglas Teacher Scholarship Program, and makes collections on defaulted loans made by the Guaranteed Student Loan Program through 1975. The OPERA also administers the D.C. Nurses Training Corps Program, which provides full cost-of-education traineeships in return for a nursing practice obligation. American Student Assistance, District of Columbia Division, guarantees student loans in the District of Columbia.

State Board of Vocational Education

The D.C. Board of Education serves as the District's Board of Vocational Education, with the D.C. Advisory Council on Adult Education and Literacy acting in an advisory capacity. The Participatory Planning Committee of this body develops the Annual Performance Report for Adult Education and Literacy.

State-Level Organization of Private Colleges and Universities

The District does not have an organization for the 18 private institutions. However, the Consortium of Universities of the Washington Metropolitan Area represents the interests of the five large private universities, the public university, and three private colleges in the District of Columbia, and has undertaken enrollment exchange activities, joint publication projects and on-going cooperative programs. A unified library collection project and a consortium student loan program are also in operation.

Licensure/Approval Agencies/SPRE

The Education Licensure Commission is the approval and licensure authority for the private and proprietary postsecondary institutions in the District of Columbia. The commission has five members appointed by the mayor for three-year terms, and is the state approving agency for veterans' benefits and course approvals. The Office of Education is the designated State Postsecondary Review Entity.

PUERTO RICO

State-Level Coordinating and/or Governing Agency

The Board of Governors of the University of Puerto Rico is the statewide consolidated governing body of the public university system of 11 campuses. The board is comprised of 13 members, 10 of whom represent the general public and serve eight-year terms. One student and two faculty members serve for one-year terms. The Puerto Rico Council on Higher Education is the coordinating agency for all of higher education, public and private. The council is comprised of nine members, eight of whom represent the general public and serve six-year terms.

State Student Assistance Agency

The Council on Higher Education administers the state's participation in the Federal/State Student Incentive Grant Program. It also administers all state student aid for public as well as private higher education.

State Board of Vocational Education

The Council on Occupational and Technological Education is the state agency for vocational education including non-degree postsecondary vocational education.

State-Level Organization of Private Colleges and Universities

The Association of Presidents of Private Colleges and Universities and the Puerto Rico Association of Independent Colleges and Schools represent private higher education.

Licensure/Approval Agencies/SPRE

The Council on Higher Education serves as the licensing and approval authority for all public and private higher education institutions. In addition, the council is the designated State Postsecondary Review Entity. Licensing and accreditation for postsecondary vocational education is handled by the Council on Occupational and Technological Education.

Appendix

Listing of Addresses and Telephone Numbers of State Higher Education Executive Officers

SHEEO STATE HIGHER EDUCATION EXECUTIVE OFFICERS

ALABAMA (C)

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DISTRICT OF COLUMBIA (C)

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(C)=coordinating agency
(G)=governing board
*joint membership

As of March 1, 1992, 49 states, the District of Columbia, and Puerto Rico are members of SHEEO.

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